

CREATING VALID AND RELIABLE UNIT ASSESSMENT

McGraw-Hill Reading Unit 1 Curriculum Map		Grade Level 4 Unit 1 Opener: Think it Through			
Common Core Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.10, RI.4.1, RI.4.10, R.4.14, R.4.15, R.4.17, L.4.1f, L.4.2a, L.4.2c, L.4.2d, L.4.6		Essential Questions 1. Where do good ideas come from? 2. How do your actions affect others? 3. How do people respond to natural disasters? 4. How can science help you understand how things work? 5. How can starting a business help others?			
Week 1: Opener: Clever Ideas Anthology Story: The Princess and the Pizza	Week 2: Opener: Think of Others Anthology Story: Experts, Incorporated	Week 3: Opener: Take Action Anthology Story: Earthquakes	Week 4: Opener: Ideas in Motion Anthology Story: A Crash Course in Forces and Motion with Max Axiom	Week 5: Opener: Putting Ideas to Work Anthology Story: Kids in Business	Week 6: Opener: Reader's Theater OR Review/Reteach as needed
Vocabulary: brainstorm muttered flattened official frantically original gracious stale	Vocabulary: accountable humiliated advise inspiration desperately self-esteem hesitated uncomfortably	Vocabulary: alter hazard collapse severe crisis substantial destruction unpredictable	Vocabulary: accelerate gravity advantage identity capabilities inquiry friction thrilling	Vocabulary: compassionate funds enterprise process exceptional routine innovative undertaking	
Vocabulary Strategy: L.4.6 Context Clues: Synonyms	Vocabulary Strategy: L.4.6 Idioms	Vocabulary Strategy: L.4.6 Multiple-Meaning Words	Vocabulary Strategy: L.4.6 Definitions and Restatements	Vocabulary Strategy: L.4.6 Suffixes	
Comprehension Strategy: Make Predictions	Comprehension Strategy: Make Predictions	Comprehension Strategy: Reread	Comprehension Strategy: Reread	Comprehension Strategy: Reread	
Comprehension Skill: RL.4.3 Sequence	Comprehension Skill: RL.4.3 Problem and Solution	Comprehension Skill: RI.4.5 Compare and Contrast	Comprehension Skill: RI.4.5 Cause and Effect	Comprehension Skill: RI.4.2 Main Idea and Key Details	
Suggested Thinking	Suggested Thinking Map:	Suggested	Suggested	Suggested Thinking	
Map: Flow Map	Multi-Flow Map	Thinking Map: Double Bubble Map	Thinking Map: Multi-Flow Map	Map: Brace Map	
Genre: Fairy Tale	Genre: Realistic Fiction	Genre: Expository Text	Genre: Narrative Nonfiction	Genre: Persuasive Article	
Phonics: RF.4.3a Short Vowels, Inflectional Endings	Phonics: RF.4.3a Long <i>a</i> , Inflectional Endings	Phonics: RF.4.3a Long <i>e</i> , Plurals	Phonics: RF.4.3a Long <i>i</i> , Inflectional Endings	Phonics: RF.4.3a Long <i>o</i> , Compound Words	
Fluency Skill: RF.4.4b Intonation	Fluency Skill: RF.4.4b Expression and Rate	Fluency Skill: RF.4.4b Accuracy	Fluency Skill: RF.4.4b Phrasing and Rate	Fluency Skill: RF.4.4b Phrasing and Rate	
Writing Trait: W.4.10 Ideas	Writing Trait: W.4.10 Ideas	Writing Trait: W.4.10 Ideas	Writing Trait: W.4.10 Organization	Writing Trait: W.4.10 Sentence Fluency	
Grammar Skill: L.4.1f Sentences	Grammar Skill: L.4.1f Subjects and Predicates	Grammar Skill: L.4.2c Compound Sentences	Grammar Skill: L.4.1a Clauses and Complex Sentences	Grammar Skill: L.4.1f Run-On Sentences	
Spelling Skill: L.4.2d Short Vowels	Spelling Skill: L.4.2d Long <i>a</i>	Spelling Skill: L.4.2d Long <i>e</i>	Spelling Skill: L.4.2d Long <i>i</i>	Spelling Skill: L.4.2d Long <i>o</i>	
Weekly Assessment: Sequence RL.4.3 Context Clues: Synonyms L.4.5c Writing About Text RL.4.3, W.4.9a	Weekly Assessment: Problem and Solution RL.4.3 Idioms L.4.5b Writing About Text RL.4.3, W.4.9a	Weekly Assessment: Compare and Contrast RI.4.5 Context Clues: Multiple-Meaning Words L.4.4a Writing About Text RI.4.5, W.4.9b	Weekly Assessment: Cause and Effect RI.4.5 Context Clues: Definitions and Restatements L.4.4a Writing About Text RI.4.5, W.4.9b	Weekly Assessment: Main Idea and Key Details RI.4.2 Suffixes L.3.4b Writing About Text RI.4.2, W.4.9b	
Write from the Beginning & Beyond Focus: Narrative (Chronological)	Write from the Beginning & Beyond Focus: Narrative (Chronological) During Unit 1 & 2, teach the	Write from the Beginning & Beyond Focus: Narrative (Chronological)	Write from the Beginning & Beyond Focus: Narrative (Chronological)	Write from the Beginning & Beyond Focus: Narrative (Chronological)	

Pre-assess using 3-Day Model, pp. 161-169. Explain that the focus for Unit 1 is on writing in chronological order. Use rubric on pp. 247-250. Use data to inform instruction using mini-lessons based on which skills need support.	writing strategies that begin on p. 178-246 in the WFTBB Narrative edition. There is a 5-day plan on p. 225. Mini-lessons can be found on pp. 265-272, as well as in <i>Setting the Stage</i> pp. 131-265. Choose the strategies and mini-lessons that best fit the needs of your class.	Continue teaching the strategies and mini-lessons as needed. See suggested writing prompts below.	Continue teaching the strategies and mini-lessons as needed. See suggested writing prompts below.	Post-assess. Use rubric on pp. 247-250 and compare results with pre-assessment scores. Use Week 6 to reteach as needed.	
<p>Suggested Writing Prompts:</p> <p>Tell about a time when a good idea came from an unexpected place. Include descriptive details that tell about this experience.</p> <p>Tell about a time when a good idea helped solve a problem. Give descriptive details that tell about the experience.</p> <p>Where do good ideas come from?</p>	<p>Suggested Writing Prompts:</p> <p>Tell about an experience when you stood up for yourself.</p> <p>Tell about a time when you teamed up with another person to do something. Give details about the event.</p> <p>How do your actions affect others?</p>	<p>Suggested Writing Prompts:</p> <p>Explain how you could help people who have experienced a natural disaster. Include details that give facts and examples.</p> <p>Explain how people who volunteer at animal shelters help pets in need. Include supporting details that give examples.</p> <p>How do people respond to natural disasters?</p>	<p>Suggested Writing Prompts:</p> <p>Write about a time when science helped you have fun. Put events in the order they happened.</p> <p>Write about a time when you built something for school or just for fun. Put events in the order they happened.</p> <p>How can science help you understand how things work?</p>	<p>Suggested Writing Prompts:</p> <p>What kind of business would you like to see started in your community? Give reasons for your opinion and vary sentence lengths.</p> <p>Tell why people should support your favorite business in your community. Be sure to include both long and short sentences.</p> <p>How can starting a business help others?</p>	

AZMERIT ELA Performance Level Indicators:

		a	b	c	d
Detailed	4.RL.2	identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text.	recognizes a stated theme of a story, drama, or poem; determines the key details in the text.	determines the theme of a story, drama, or poem; summarizes the text.	determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text.
Detailed	4.RL.3	identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes a character, setting, or event in a story or drama, using explicit details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.
Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes major how differences between poems, drama, and prose affect meaning, and refers to complex structural elements.

Source: readworks.org

Standard: 4.RI.2

Task: Tag each item to a specific standard and performance level (e.g., 4.RI.2a vs. 4.RI.2c)
Delete any item that does not match the knowledge, skill, vocabulary, or process of any indicator
Create your own item BUT connect the new item to an indicator

Grown Up

I used to be a superhero,
Soaring high from tree to tree.
With a cape around my shoulders,
I was as happy as could be.

"Grow up," my brother said.

By four, I'd made a rocket ship.
It took me all the way to Mars.
It started out as a cardboard box,
Before I steered it to the stars.

"Grow up," my sister said.

At five, I could read and write
in every language ever heard.
The pictures gave me all I needed.
And crayon scrawls stood in for words.

"Grow up," my best friend said.

At six, I put my cape away.
At seven, a box was just a box.
By eight, I read and wrote with ease.
I could tell the time on clocks.

"You're growing up," my mother said.

I miss my cape. Sometimes I think
that boxes still could make cool forts.
But I have no time for make believe
I'm busy writing school reports.

I don't always like being grown up.

"Grown Up" Questions

1. The theme of this poem is
 - a. imagination is not important.
 - b. homework should be done before play.
 - c. growing up can be hard for some kids.
 - d. kids should listen to their parents.
2. Which of the following supports the theme?
 - a. School reports take a long time to write.
 - b. Grown ups play games.
 - c. The boy's mom is mad at him because he still plays games.
 - d. The boy still wants to play with boxes.
3. The author writes, "It took me all the way to Mars." This means
 - a. the boy wanted to be an astronaut.
 - b. the boy would pretend that he could travel to space in his cardboard box.
 - c. the boy learned about Mars while he was in his cardboard box.
 - d. the boy would watch the stars while he was in his cardboard box.
4. The boy seems to feel _____ about growing up.
 - a. excited
 - b. nervous
 - c. a little sad
 - d. happy
5. What does this poem teach? Explain.

Source: readworks.org

Today's Goal: To create a valid and reliable first unit assessment to be reviewed and implemented this year.

Today's Process:

- Review an existing assessment for the first unit.
- Tag existing items to a specific AZMERIT Performance Indicator where applicable (*include justification*).
- Ensure a mix of Minimally Proficient, Partially Proficient, Proficient, and Highly Proficient.
 - **Minimally & Partial** items *should be less represented* but are essential to allow teachers to find the 'floor' of student achievement that will be used to plan intervention.
 - **Proficient & Highly Proficient** *should be more heavily emphasized* as these skills are the goal for each student.

NOTE: Each team member will need a copy of the proposed edits and justifications as they will be used to begin a peer 'item review'.

THINGS TO CONSIDER:

- WORD COUNT RANGE OF READING PASSAGES:**

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350
11	350–1400

- Editing Task** – two to four paragraph passages with 3 – 5 grammar, spelling, and punctuation errors.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250
9–11	250–300

- Percent of Items at each DOK Level**

Percentage of Points by Depth of Knowledge (DOK) Level				
Grade 4	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	16%–19%

- ELA Item Specification**

Content Standard	AzCCRS.ELA.Literature.4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
Stimuli Type	Reading Passage		
Content Limits	Items may ask students use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme.		
Common Item Formats	<ul style="list-style-type: none"> Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) Hot Text Multiple Choice Multi-Select Open Response 		
Task Demand		Common Response Types	
Determine a theme explicitly or implicitly stated in the text. Provide details that support the theme or central idea of the text. The item writer may or may not provide the student with the theme. Summarize the text.		Hot Text or EBSR <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. Requires the student to select words or phrases from the text that provide explicit support for the theme or central idea. Requires the student to select the theme or central idea from four choices, and then to select words or phrases from the text to support the theme or central idea selected. Multiple Choice or Multi-Select <ul style="list-style-type: none"> Requires the student to select the theme of the passage from four or more choices. Requires the student to select explicit or implicit details that support the theme of the passage from four or more choices. Requires the student to summarize the text Open Response <ul style="list-style-type: none"> Requires the student to state in words the theme or central idea of the passage. Requires the student to state in words details from the text that can be used to support the theme or central idea of the passage. Requires the student to state in words the theme or central idea of the passage and a detail from the text that can be used to support the theme or central idea of the passage. 	