



EXPEDITIONARY
LEARNING

Grade 4: Module 1

Assessments



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Performance Task	A Constitution for Our School Community This performance task gives students a chance to apply their understanding of the beliefs and agreements made by the Iroquois people as evidenced in the Iroquois Constitution, and explain how those beliefs and actions could be maintained to benefit their school community. After reading texts regarding conflict resolution and data regarding school bullying, students complete two tasks. First, they collaborate with their peers to design a constitution that can help support peace in their school community. Then students independently write a paragraph in which they explain to others how their constitution will resolve or prevent issues at school. The two-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.
Mid-unit 1 Assessment	Answering Questions with Evidence from Text This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.3, and SL.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.
End of unit 1 Assessment	Paragraph to Explain the Symbols on My Flag This assessment centers on NYSP12 ELA CCLS W.4.2 and SL.4.1. After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. <i>Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.</i>
Mid-unit 2 Assessment	Reading, Note-Taking, and Paragraph Writing This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, W.4.2, W.4.8, and SL.4.1. In this assessment, students will read a new excerpt from the text <i>The Iroquois</i> . They will take notes using a Topic Expansion graphic organizer and then write a paragraph in response to the prompt: “What is the Great Law of Peace and why is it important?” Students must cite evidence from the portion of the text they read.



End of unit 2 Assessment	Evidence-Based Paragraph Writing This assessment centers on NYSP12 ELA CCLS RL.4.3, RL.4.11, and W.4.9. Students select a scene from <i>Eagle Song</i> in which the main character, Danny Bigtree, displays the beliefs of the Great Peacemaker and the Haudenosaunee; using details from the informational texts and evidence from the literary text, they then explain how Danny acts on these beliefs in an explanatory paragraph.
Mid-unit 3 Assessment	On-Demand Reading to Determine Main Idea and Supporting Details This assessment centers on NYSP12 CCLS Standards RI.4.1 and RI.4.2. On their own, students will read a data set and informational text regarding conflict resolution strategies. They will then answer literal and inferential questions in which they referring to details and examples from the text. They will also answer questions about the main idea of the text.
End of unit 3 Assessment	On-Demand Paragraph Writing This assessment centers on NYSP12 CCLS Standard W.4.2, W.4.10, and SL.4.1. Students independently review the data about conflicts in schools that they examined earlier in the unit. They then write a paragraph, using a problem/solution structure, to explain how their class constitution with help prevent or resolve issues illuminated by the data.