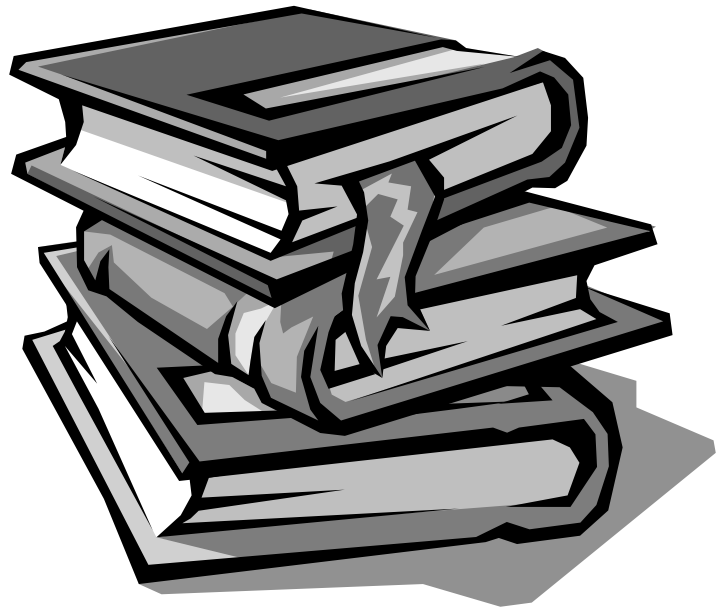


English Language Arts Prototype



Suggested for: **4th Grade**
Determination

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

THINKING ABOUT THE TOPIC:

Determination- working hard for a goal

THINK ABOUT DETERMINATION:

When would you show determination?

What would make you determined?

Have you ever said you would do something that was very hard for you to do?

Was there ever a time you had to do something you were afraid to do but knew it would help others?

Have you ever accomplished something that others thought was too hard for you?

PART 1: SESSION 1
DRAFTING

WRITING ABOUT THE TOPIC:

Continue to think about the topic: **Determination**. You will have approximately 25 minutes to work on your draft.

Do **one** of the following:

write about a time when determination was shown

or

describe a time when it might be a good idea to show determination

or

write about a time when you worked very hard to accomplish something that others thought was impossible for you

or

write about a time when someone was determined to do something that you thought was a bad idea

or

write about the topic in your own way.

When you are ready, you may begin your draft.

Your writing will be read by an interested adult.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

Kate Shelley and the Midnight Express

by
Margaret K. Wetterer

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Kate Shelly and the Midnight Express* at any time.

1. An important lesson of this story is
 - A. not to give up even when you are afraid.
 - B. never do anything dangerous.
 - C. it's okay not to help others.
 - D. girls are not brave.

2. How are Kate and her mother different?
 - A. Kate takes on responsibility. Mother worries.
 - B. Mother does all the work. Kate plays.
 - C. They are the same.
 - D. They eat different things.

3. Another good title for this story could be
 - A. *The Big Crash.*
 - B. *Kate Follows Through.*
 - C. *Des Moines River Bridge.*
 - D. *The Express.*

4. In this selection how do you know Kate showed determination and bravery when crossing the Des Moines River Bridge?
 - A. She turned back when the lantern went out.
 - B. She stopped when she got to the middle and stayed until morning.
 - C. She crossed the bridge with no light even though she was afraid to cross it during the day.
 - D. She cried all the way.

5. In the author's note at the beginning of the book it says, "Kate took over more of the responsibilities of the farm and children." This was because
 - A. Kate was bossy and liked to tell people what to do.
 - B. her mother was mean, and Kate wanted to make her happy.
 - C. Kate's father and brother had died and her mother was very sad.
 - D. Kate was spoiled.

6. Why did Kate feel she had to reach the station before the Midnight Express?
- A. The express would go through the station and run off the bridge.
 - B. She was afraid to be out in the dark.
 - C. She told her mother she'd be back soon.
 - D. She didn't care about others.
7. What probably would have happened if Kate did not follow through and go to the Moingona station?
- A. Someone else would stop the train.
 - B. Many people on the express train could have been killed.
 - C. She could have stopped the train near home.
 - D. Men would keep people from drowning in the river.
8. When Kate did not give up in her effort to stop the train, it showed that Kate
- A. worried about things and didn't know what to do to help.
 - B. did not want to help others ever again.
 - C. had confidence and strength.
 - D. liked to wait for someone else to solve problems.
9. Which of the following shows that the setting of this story is in the past?
- A. Kate used a telephone to call the station.
 - B. The station agent used his computer to warn the train.
 - C. The kids watched TV during the storm.
 - D. She carried her father's railroad lantern.
10. What dialogue does the author use to show you Kate has determination?
- A. Kate tells her mother, "I have to go, Mother."
 - B. Kate says, "If that were Father down there, wouldn't we want someone to help him?"
 - C. "Please, Kate," her mother cried.
 - D. "She means a bridge is out," he shouted.

SECOND READING SELECTION

Christa McAuliffe (1948-1986)

Author unknown

Christa McAuliffe (1948-1986)

Ten. . . nine. . . eight. . . seven. . . This was the countdown to a dream come true for a schoolteacher named Christa McAuliffe. It seemed unbelievable that she was strapped into her seat aboard the space shuttle Challenger. Next to her were five men and one other woman. McAuliffe and Gregory Jarvis were the only two civilians on board-the first ever to be included on a space flight. *...six ...five ...four...* This was the countdown to a history-making moment in which McAuliffe knew she would never forget. *three. . . two. . . one. . .* This was the countdown to the worst disaster in the history of the United States space program. On January 28, 1986, the Challenger exploded seconds after takeoff from Cape Canaveral, Florida. All seven aboard were instantly killed before the eyes of millions of people watching on television.

There had been a lot of excitement over the Challenger's planned flight. This is because of those selected to be on board. The National Aeronautics and Space Administration (NASA) wanted an ordinary citizen to join the astronauts on the flight into space. So in 1984 President Ronald Reagan announced a search for a schoolteacher to join the space mission.

In her usual "Go for it!" spirit, McAuliffe applied along with 11,000 other American teachers. In April 1985, she learned she was chosen as a finalist to be tested at the Johnson Space Center in Houston, Texas.

On July 19, 1985, Vice President George H. W. Bush named McAuliffe as the teacher chosen for the Challenger flight.

McAuliffe was born Sharon Christa Corrigan in Boston, Massachusetts. She was a good student and popular with her peers. She grew up during the formative years of the space program. Like most Americans in 1961, she watched the first astronaut, Alan Shepard, go into space. From then on, McAuliffe followed the progress of the space program. She even told a friend that someday she would like to take a ride into space. By the time her opportunity arrived, she was married. She was a mother of two children. She was a social studies teacher at Concord High School in Concord, New Hampshire.

She passed all the written and inflight tests. McAuliffe then met the Challenger astronauts. She was immediately accepted by them. She was treated as part of the team. She spent many hours in training and learning. She was taught what to do in case of an emergency. She learned how to eat, sleep and live in space.

On January 28, 1986 McAuliffe said good-bye to her family. She then boarded the Challenger. The ship exploded seventy-three seconds into the flight. There were no survivors. McAuliffe will always be remembered for her spirit of adventure. She will also be remembered for her great determination to participate in the space program. Christa McAuliffe said, "I touch the future. I teach." She always wanted to know more and learn more. She had the courage to live her dream and touch the future.

SECOND READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Christa McAuliffe (1948-1986)* at any time.

11. What is the important lesson to be learned from Christa McAuliffe?
 - A. It is good to pursue your dream.
 - B. You may be too old to do what you want.
 - C. If you work hard and are determined you will achieve your goal.
 - D. It isn't good to do something that might be dangerous.

12. What is another good title for *Christa McAuliffe (1948-1986)*?
 - A. "Go For It!"
 - B. *Achieving A Dream: How One Woman Made it Happen*
 - C. *Don't Do Anything That Might Hurt You Even If It Looks Like Fun*
 - D. *You Are Never Too Old To Succeed*

13. What genre is the selection?
 - A. poetry
 - B. realistic fiction
 - C. fable
 - D. biography

14. What text features are used to catch the reader's interest?
 - A. countdown in italics
 - B. the list of events in order
 - C. the title
 - D. picture

15. Christa McAuliffe's life is important because
 - A. she died while pursuing her dream.
 - B. she was the first teacher in space.
 - C. she worked hard to achieve her dream and was the first teacher in space.
 - D. she was a teacher and she died going into space.

16. What would be the **BEST** resource to find out more information about Christa McAuliffe's life?
- A. Newspaper
 - B. Atlas
 - C. Magazine article
 - D. A complete biography of her life
17. What does the author want you to know about Christa McAuliffe?
- A. She did something dangerous and died.
 - B. She achieved because she was popular.
 - C. She was a teacher.
 - D. She was a teacher who never gave up on her dream.
18. Why did Christa McAuliffe go into space?
- A. She had always dreamed of going into space.
 - B. She was married and had two children.
 - C. She was brave and looked for challenges.
 - D. She wanted to go to the Moon.
19. *Christa McAuliffe (1948-1986)* tells the reader that
- A. This selection is about a real person who lived and died.
 - B. This selection is fiction.
 - C. This selection is about an astronaut.
 - D. This selection is about an extraordinary school teacher.
20. What does "Go for it!" spirit mean in this text?
- A. Christa McAuliffe liked to take chances.
 - B. Christa McAuliffe wanted to go places.
 - C. Christa McAuliffe wanted to achieve in sports.
 - D. Christa McAuliffe was enthusiastic, energetic and tried her best.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the two selections at any time.

21. What is a good common title that you could apply to both books?
- A. Friendly Caring People
 - B. How to Make Money
 - C. Life Changers
 - D. People Who Made a Difference
22. Both reading selections had a main character who
- A. didn't have any problems in life.
 - B. decided to quit when things got too hard.
 - C. showed determination to make life better for others.
 - D. taught others how to do something new.
23. How are Christa McAuliffe and Kate Shelley alike?
- A. They were both real people who showed determination.
 - B. They were both real people who got rich.
 - C. They both like music and art.
 - D. They are remembered for their bravery.
24. How are the two texts different?
- A. One is an informational and the other is all fiction.
 - B. Christa McAuliffe was a real person and Kate Shelley was not.
 - C. One is informational and one is historical fiction.
 - D. One has a happy ending and the other doesn't
25. What is the lesson learned in each story?
- A. It is important to be creative.
 - B. It is important to keep on trying.
 - C. If you work hard you will get a company named after you.
 - D. A positive attitude will make work easier.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *Kate Shelly and the Midnight Express* and *Christa McAuliffe (1948-1986)*. You may look back at the reading selections to help you answer the following question:

Do you think it is important to have a goal and work hard for that goal no matter what obstacles are in your way? Why or Why not? You may use real life examples. Use examples from both selections to support your thinking. Tell how the two selections are alike or connected.

When finished writing fill out this checklist.

- Did I state a position (agree or disagree)?
- Did I tell why?
- Did I use examples from both texts?
- Did I show how the texts are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade 4
Part 2b Rubric
Writing in Response to Reading

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections, and the ideas from at least one reading selection are connected to the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to respond to the question or theme, but the ideas may not be connected to the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student takes no position on the question but responds to the theme with at least minimal use of ideas from one or both of the reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the question or theme.
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the question with no reference to either of the reading selections.

PART 3

**LISTENING
FOR UNDERSTANDING**

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to *Sister Anne's Hands* as a story. As you listen, think about the actions of Sister Anne and what you could learn from them. Do Sister Anne's actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about Sister Anne's actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *Sister Anne's Hands*.

LISTENING SELECTION

Sister Anne's Hands

by
Marybeth Lorbiecke

LISTENING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *Sister Anne's Hands* at any time.

26. This story is mostly about
- A. second grade students who want to play.
 - B. mean children.
 - C. a teacher who is determined to teach.
 - D. coloring hands of many different colors.
27. The narrator of this selection is
- A. a teacher.
 - B. a young girl.
 - C. no one in the story.
 - D. a young boy.
28. When Anna overheard her parents talking, she was confused because
- A. she didn't understand what "of her color" meant.
 - B. she was dreaming.
 - C. she didn't want to go to school.
 - D. her teacher was green.
29. When Anna met Sister Anne, Anna dodged Sister Anne's hand because
- A. the hand was hot.
 - B. Anna was late for school.
 - C. Anna was sent to the principal.
 - D. Anna was nervous, and curious.
30. The note written on the paper airplane made Sister Anne's face freeze "like a tongue on an icy post". That means
- A. the room was cold.
 - B. the airplane hit Sister Anne in the mouth.
 - C. the words hurt her feelings very much.
 - D. she was angry.

31. How do you know some parents were prejudiced against Sister Anne?
- A. They complained to the principal.
 - B. Sister Anne was fired.
 - C. Some kids were pulled from her class by their parents.
 - D. Anna's parents said mean things.
32. Sister Anne showed determination when she said
- A. "I'd never had so much fun in school."
 - B. "I was sent here to teach, and that's what I'm going to do."
 - C. "Anyone kissed by angels as much as you, must have wings sprouting for sure."
 - D. "Welcome to second grade. I'm Sister Anne."
33. What did Sister Anne mean when she said, "For me, I'd rather open my door enough to let everyone in."?
- A. Sister Anne loves everyone.
 - B. She lives in a big house.
 - C. She's afraid of getting her feelings hurt.
 - D. She has a big family.
34. The children learned much from Sister Anne. This selection tells us that
- A. everyone accepts everyone else.
 - B. we shouldn't give up even if the task is hard.
 - C. some people have polka dots, circles and stripes on their hands.
 - D. all people are prejudiced.
35. The author probably used the names Anne and Anna to show
- A. she likes that name the best.
 - B. she cannot spell.
 - C. she uses names that start with "A".
 - D. even though people are a bit different they are really the same.

4th Grade - Determination

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. A not to give up even when you are afraid.
2. A Kate takes on responsibility. Mother worries.
3. B *Kate Follows Through*
4. C She crossed the bridge with no light even though she was afraid to cross it during the day.
5. C Kate's father and brother had died and her mother was very sad.
6. A The express would go through the station and run off the bridge.
7. B Many people on the express train could have been killed.
8. C had confidence and strength.
9. D She carried her father's railroad lantern.
10. B Kate says, "If that were Father down there, wouldn't we want someone to help him?"

11. C If you work hard and are determined you will achieve your goal.
12. B Achieving a Dream: How One Woman Made It Happen
13. D biography
14. A Countdown in italics
15. C she worked hard to achieve her dream and was the first teacher in space.
16. D A complete biography about her life.
17. D She was a teacher who never gave up on her dream.
18. A She had always dreamed of going into space.
19. A This selection is about a real person who lived and died
20. D Christa McAuliffe was enthusiastic, energetic and tried her best.

21. D People Who Made A Difference
22. C showed determination to make life better for others.
23. A They were both real people who showed determination.
24. C One text is informational and one is historical fiction.
25. B It is important to keep on trying.

26. C a teacher who is determined to teach.
27. B a young girl.
28. A she didn't understand what "of her color" meant.
29. D Anna was nervous, and curious.
30. C the words hurt her feelings very much.
31. C Some kids were pulled from her class by their parents.
32. B "I was sent here to teach, and that's what I'm going to do."
33. A Sister Anne loves everyone.
34. B we shouldn't give up even if the task is hard.
35. D even though people are a bit different they are really the same.