

TNReady Grade 4 English Language Arts 2017–2018 School Year

Table of Contents

- [Overview of Grade 4 English Language Arts Testing Structure](#)
This provides a snapshot of the structure of the ELA assessment, including a range of the number of passages and items students can expect to see in each subpart of the TNReady assessment.
- [Grade 4 English Language Arts Blueprints](#)
This provides further information about which strands of standards will be addressed on the subparts of the assessment, as well as a range of number of items and score points. This section also links to the current standards, which you can find [here](#).
- **Guidance on Writing Prompts/Modes to Inform Instruction for Grade 4**
This chart offers guidance for creating high-quality text-based writing activities aligned to the standards. The activities described in this section reflect the rigor of the tasks students will complete on the assessment.
 - [Descriptions of TNReady Writing Prompts](#)
 - [A Description of Modes](#)
- [TNReady Grade 4 English Language Arts Item Types](#)
This provides descriptions of TNReady item types for the 2017–2018 school year.

Please note: Some resource publishers have created materials that contain “TNReady” in the title or within the contents of their instructional materials. ***The department does not endorse any of these materials as official TNReady products.***

This document provides information about the design of TNReady assessments. It is not intended to be used solely as an instructional resource or as a pacing guide. Districts should consult the Tennessee academic standards when making all instructional decisions, including scope and sequence. The Tennessee academic standards can be found [here](#).

Overview of Grade 4 English Language Arts Testing Structure

As in the past, the state assessment includes both operational and field test items. The testing structure outlined below reflects both the number of operational assessment items and the number of field test items.

For scheduling purposes, subparts can be combined.

Subpart 1	Subpart 2	Subpart 3	Subpart 4
<ul style="list-style-type: none"> • 80 minutes • 2 listening sets • 4-7 editing items • 1 passage sets* • 3-5 passage based items per set • 1 writing prompt 	<ul style="list-style-type: none"> • 45 minutes • 2 listening sets • 1 fluency set • 4-7 editing items • 1 passage set* • 10-15 items per passage set 	<ul style="list-style-type: none"> • 45 minutes • 2 listening sets • 1 fluency set • 4-7 editing items • 1 passage set* • 10-15 items per passage set 	<ul style="list-style-type: none"> • 52 minutes • 2 passage sets* • 10-15 items per passage set

For scheduling purposes, subparts can be combined.

*A passage set may be comprised of one or more passages. The word count across all passage sets is comparable.

Grade 4 English Language Arts Blueprint

The blueprints reflect only operational assessment items.

Grade 4: Subpart 1-4				
		# of Items	# of Score Points	% of test
Written Expression The writing prompt will always be in Subpart I and will be accompanied by 3-5 text-based selected-response items. The writing prompt will align to writing standard 4.W.TTP.1, 4.W.TTP.2, or 4.W.TTP.3. The expectations of each writing standard spiral through all four traits of the writing rubric. The Language and Convention traits draw additional criteria from the language standards. A more detailed explanation of the connection between the rubric and standards can be found here .	Focus and Organization**	1	4	14-20
	Development**		4	
	Language (Standard 5.FL.VA.7c)		4	
	Conventions (Standards 4.FL.WC.4, 4.FL.SC.6)		4	
Reading Literature (Standards 4.RL.KID.1, 4.RL.KID.2, 4.RL.KID.3, 4.RL.CS.4, 4.RL.CS.5, 4.RL.CS.6, 4.RL.IKI.7, 4.RL.IKI.9, 4.FL.VA.7a, 4.FL.VA.7b, 4.FL.VA.7c)		14-23	23-33	80-86
Reading Informational Text (Standards 4.RI.KID.1, 4.RI.KID.2, 4.RI.KID.3, 4.RI.CS.4, 4.RI.CS.5, 4.RI.CS.6, 4.RI.IKI.7, 4.RI.IKI.8, 4.RI.IKI.9, 4.FL.VA.7a, 4.FL.VA.7b, 4.FL.VA.7c)		11-20	13-23	
Listening to Literary Text (Standards 4.SL.CC.2, 4.SL.CC.3)		5-8	5-8	
Listening to Informational Text (Standards 4.SL.CC.2, 4.SL.CC.3)		5-8	5-8	
Foundational Literacy (Standards 4.FL.PWR.3a, 4.FL.VA.7a.ii)		5-12	5-12	
Fluency (Standards 4.FL.F.5)		1	5	
Language and Conventions (Editing Items) (Standards 4.FL.PWR.3, 4.FL.WC.4, 4.FL.SC.6)		8-13	8-13	
Total		49-85	80-118	100

Descriptions of TNReady Writing Prompts for Grade 4

Writing Type	Passages Used	Description of Tasks
Opinion	Literary: Stories, dramas, or poems called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read one to two literary passages that are related in a meaningful way (e.g., theme, plot). The prompt asks students to write several cohesive paragraphs supporting a point of view with reasons and information. The reasons and evidence should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction texts called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read one to two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The prompt asks students to write several cohesive paragraphs supporting a point of view with reasons and information. <p>The reasons, information, and evidence should be drawn from the passages.</p>
Informative/ Explanatory	Literary: Stories, dramas, or poems called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read one to two literary passages that are related in a meaningful way (e.g., theme, plot). The prompt asks students to write several cohesive paragraphs that examine a topic and convey ideas and information. The ideas should be drawn from evidence within the passages.
	Informational: History, science or literary nonfiction texts called for by the grade-level reading standards	<ul style="list-style-type: none"> Students read one to two informational passages that are related in a meaningful way (e.g., point of view, use of evidence). The prompt asks students to write several cohesive paragraphs that examine a topic and convey ideas and information. The ideas and information should be drawn from evidence within the passages.
Narrative (Fiction)	Literary: Story, drama, or poems aligned to the grade-level reading standards	<ul style="list-style-type: none"> Students read one literary passage. The prompt asks students to write several cohesive paragraphs that develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. The student's narrative should be based on characters and events in the passage.
	Informational: History, science or literary nonfiction texts aligned to the grade-level reading standards	<ul style="list-style-type: none"> Students read one to two informational passages. The prompt asks students to write several cohesive paragraphs that develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

		<ul style="list-style-type: none"> The student's fictional narrative should be based on the information gleaned from the passage.
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------

A Definition of Writing Modes

Opinion/Argument:

Opinion writing is a precursor to argumentation. In grades K-5, the term "opinion" is used to refer to the developing form of argument.

- Opinion writing clearly articulates a position on a topic and supports the position with reasons and evidence from text.
- Opinion writing does not necessarily seek to change the reader's mind; however, opinions make the position and intent clear to the audience.
- In grades K-5, students develop a variety of methods to extend and elaborate their position by providing examples, offering reasons for their assertions, and explaining cause and effect, which are steps on the road to argument.

Argumentative writing is expected in grades 6-12.

- Arguments are reasoned, logical ways of demonstrating that the writer's position, belief, or conclusion is valid.
- Arguments are used to try to change the reader's point of view or to bring about some action on the part of the reader. Alternately, arguments may ask the reader to accept the writer's explanation or evaluation of literary or informational texts, concepts, issues, or problems. Students make claims and defend their interpretations or judgments with evidence from the text.

Note on persuasive writing:

- Argumentation is different from persuasion. When writing to persuade, writers use a variety of persuasive strategies, like appealing to the credibility, character, or authority of the writer or appealing to the readers' emotions.
- A logical argument, in contrast, convinces the audience because of the reasonableness of the claims and proofs offered rather than emotion.

Informational/Explanatory:

Although information is provided in both arguments and explanations, the two types of writing have different aims:

- Arguments make a claim(s) and use logic, reason, and evidence to convince the reader of the validity of the claim(s).
- Explanations, in contrast, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him/her to ask for a certain point of view. In short, arguments are used for persuasion and explanations for clarification.
- Informational/explanatory writing integrates information and conveys it accurately.

- Informative/explanatory writing intends to help readers better understand a procedure or process or to provide readers with an enhanced comprehension of a subject.
- Students develop a focused idea or thesis throughout their writing.

Narrative:

- Narrative writing conveys a vivid picture of an experience, either real or imaginary, and uses time as its structure.
- Narrative can take the form of creative fictional stories, memoirs, and anecdotes.
- Over time, students learn to provide visual details of scenes, objects, or people; to depict specific actions; to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate the pace to highlight the significance of events and create tension and suspense.

TNReady Grades 4 English Language Arts Item Types

Multiple choice: These are items with four answer options, only one of which is correct.

Evidence-based selected response (EBSR): These are items with two parts, A and B. This item type requires students to choose the textual evidence in Part B that supports or elaborates on the correct answer in Part A. Sometimes, Part A focuses on one component of a standard, and Part B focuses on a second component. EBSR items are the only item types in ELA for which students can receive partial credit. A student earns two points by answering both Parts A and B correctly. A student earns one point by answering Part A correctly even if he or she misses Part B. A student earns zero points if he or she answers Part B correctly but misses Part A. Students cannot receive credit for part B without selecting the correct answer for part A.

Multiple select: These are items with more than four answer choices with multiple correct responses. This item type asks students to demonstrate a nuanced understanding of a text. In ELA, the number of correct answers will always be identified (e.g., “select the two correct answers”).

Writing prompt: Students will be asked to write several cohesive paragraphs in response to a prompt. The prompt is unique to each passage or passage set. The prompt is aligned to one of three writing standards (W.TTP.1, W.TTP.2, or W.TTP.3), and its directions explicitly indicate which mode students should respond in (e.g., opinion, informative/explanatory, or narrative).

Editing item: This item type consists of a short passage that contains embedded errors. Each error is underlined in the passage. These sections of underlined text reappear as individual multiple choice items for which the student is asked to select the correct revision. In some cases, the underlined text may not contain an error. In those instances, students would select “No change needed” as the correct answer.

Listening: These are items that assess listening comprehension skills by asking students to listen as a sentence or short passage is read aloud and then choose a response to answer the question.

Foundational literacy fluency: This is an item where students’ reading fluency and comprehension will be assessed through the use of **yes** or **no** responses to independently read sentences containing grade-specific vocabulary.