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Summative Assessment 1

Grade 4

Clusters Prepare, 1, and 2

Genre Selection and Narrative Planning, Informational Short Constructed
Response (SCR) with Thesis (Central Idea) and Evidence, and Precise
Word Choice in Informational Writing

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TEKS Alignment Table

Each item is mapped to its TEKS target and the cluster/module where students learned the skill.

Item	TEKS	Skill Assessed	Cluster / Module
1	4.11A(i)	Plan a first draft by selecting a genre for a particular topic, purpose, and audience	Prepare / M1
2	4.12A(i)	Identify narrative characteristics (character, setting, experience)	Prepare / M2
3	4.12A(ii)	Use narrative craft: select a detail that develops the experience	Prepare / M2, M3
4	4.11C(i)	Revise a sentence by adding an idea that strengthens the narrative	Prepare / M3
5	4.11D(i)	Edit for subject-verb agreement	Prepare / M4
6	4.12B(i)	Identify the thesis (central idea) of an informational passage	C1 / M1
7	4.12B(i)	Write a thesis (central idea) that answers an informational prompt	C1 / M2
8	4.12B(ii), 4.7C	Select the strongest text evidence to support a thesis (central idea)	C1 / M3
9	4.12B(iii)	Write an explanation that connects evidence to the thesis (central idea)	C1 / M4
10	4.11D(i)	Edit for subject-verb agreement in context	C1 / M4
11	4.12B(i), 4.11B(i)	Analyze a prompt for topic, charge, and clue word	C2 / M1
12	4.11C(ii)	Choose a precise content-area word to strengthen informational writing	C2 / M2
13	4.11C(ii)	Revise for precise, informational word choice	C2 / M2
14	4.12B(ii)	Group details into a reason that supports the thesis (central idea)	C2 / M3
15	4.12B(iii), 4.11B(iii)	Select evidence and use CSI to connect, support, and infer	C2 / M4
ECR	4.12B(i), 4.12B(ii), 4.11B(i)	Write an informational paragraph: thesis (central idea), evidence, explanation	C2 / M1 through M4

Name: _____

Date: _____

Grade 4 Summative Assessment 1

Clusters Prepare, 1, and 2

Directions:

Read each passage carefully. Then answer the questions that follow. Choose the best answer for each multiple-choice question. For the written response at the end, plan your answer on the planning page and write your final response on the lined pages.

Read the following passage. Then answer Questions 1 through 5.

Dream

I held Mama's hand tightly as we moved through the enormous crowd. Everywhere I looked, people stood shoulder to shoulder. Some carried signs. Some sang songs. Others talked quietly while we waited near the Lincoln Memorial. I was only nine years old, and I had never seen so many people gathered in one place. "Why did everyone come?" I asked Mama. "Because they want America to be fair for everyone," she said. The August sun felt hot on my face. My feet hurt, and I wished I had brought more water. Then Dr. Martin Luther King Jr. stepped forward to speak. The crowd became still. His voice was strong and steady. He talked about freedom. He talked about justice. Then he began speaking about his dream for the future. I looked up at Mama. Tears filled her eyes. "Why are you crying?" I whispered. "Because I want that dream for you," she answered. Suddenly, the speech felt different. It was not only about grown-ups or laws or things that had happened before I was born. It was about children like me. I imagined schools where every child was welcomed. I imagined neighborhoods where people were judged by their kindness instead of the color of their skin. I imagined growing up in a country that kept becoming better. When the speech ended, people cheered and hugged one another. On the way home, Mama asked what I would remember most. I thought for a moment. "That a dream can belong to everyone," I said. And somehow, I knew I would carry that dream with me.

1. A student wants to write about the narrator's experience at the speech. What should the student decide BEFORE writing a first draft?

- A. How many paragraphs to include in the final piece of writing
- B. Which colors and fonts to use for the title of the finished piece
- C. The genre, topic, purpose, and audience for the writing
- D. The exact last sentence that will appear at the very end of the piece

2. Which statement BEST explains why "Dream" is a narrative rather than an informational response?

- A. It gives the reader step-by-step directions for visiting the Lincoln Memorial safely.
- B. It follows a character through a setting as she experiences a meaningful event.
- C. It tries to persuade the reader to agree with an opinion about speeches.
- D. It presents a list of facts about Dr. Martin Luther King Jr. in chronological order.

3. Which detail from the passage BEST develops the narrator's experience of hearing the speech?

- A. I imagined schools where every child was welcomed.
- B. The Lincoln Memorial is a large building located in Washington, D.C.
- C. Some people carry signs when they attend large outdoor events.
- D. Songs are musical pieces that people sometimes sing together in groups.

4. A student writes this sentence in a narrative about the passage: "The narrator went to the speech." Which revision BEST adds an idea that strengthens the narrative?

- A. The narrator went to the speech, and the speech was at a place where people go sometimes.
- B. The speech was attended by someone who was present at the location that day.
- C. The narrator went to the speech, and then the narrator went to the speech again later.
- D. The narrator held Mama's hand tightly as they moved through the enormous crowd toward the speech.

5. Which sentence uses correct subject-verb agreement?

- A. The narrator imagine a better future for the country.
- B. The narrator imagining a better future for the country.
- C. The narrator imagines a better future for the country.
- D. The narrator were imagine a better future for the country.

Read the following passage. Then answer Questions 6 through 10.

A Promise Written Long Ago

In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions. The barons wanted the king to follow rules. They believed even the king should not have complete power. So, they forced King John to meet them at Runnymede. There, the Magna Carta was written and signed. The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that people could not be punished without a fair trial. The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice. Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens. Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

6. What is the thesis (central idea) of this passage?

- A. King John ruled England and collected taxes from the people who lived there.
- B. The Magna Carta was written at a place called Runnymede in the year 1215.
- C. Barons were powerful landowners who lived in England during the Middle Ages.
- D. The Magna Carta was an early promise of fairness that still shapes our rights today.

7. A student receives this prompt: "Why was the Magna Carta important?" Which sentence is the BEST thesis (central idea) for a short constructed response?

- A. The Magna Carta was written a very long time ago in a country called England by some people.
- B. The Magna Carta was important because it limited the king's power and introduced lasting ideas about fairness.
- C. I think the Magna Carta is a really interesting document because it is very old and famous.
- D. England is a country located in Europe, and many important events happened there over the centuries.

8. A student writes this thesis (central idea): "The Magna Carta introduced the idea that rules should be fair for everyone." Which quotation from the passage is the STRONGEST evidence for this thesis (central idea)?

- A. "It said that the king had to follow the law, just like everyone else."
- B. "In the year 1215, a very important document called the Magna Carta was created."
- C. "So, they forced King John to meet them at Runnymede."
- D. "Many people, especially powerful landowners called barons, were unhappy."

9. A student includes this evidence: "The passage states, 'The Magna Carta was important because it limited the king's power.'" Which explanation BEST connects this evidence to the thesis (central idea) that the Magna Carta introduced lasting ideas about fairness?

- A. This sentence has quotation marks around it, which shows the student copied it correctly from the passage.
- B. This means that kings are rulers who live in castles and wear crowns and make decisions about the people.
- C. This proves that limiting the king's power was a step toward fairness, which is why the Magna Carta's ideas still matter.
- D. This tells the reader that the passage mentions power, and power is the ability to control what other people do.

10. Which sentence is edited correctly for subject-verb agreement?

- A. The barons forces the king to sign the document.
- B. The barons forced the king to sign the document.
- C. The barons forcing the king to sign the document.
- D. The barons was forced the king to sign.

Read the following passage. Then answer Questions 11 through 15.

The Energy We Use Everyday

Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth. Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management. Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully. Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used. Nonrenewable resources provide a large and steady supply of energy, which makes them useful. However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.

11. Read this prompt: "Explain how understanding renewable and nonrenewable resources helps people use energy wisely." What is the topic of this prompt, and what does the charge ask the writer to do?

- A. The topic is "sunlight," and the charge asks the writer to draw a diagram of how the sun produces heat.
- B. The topic is "renewable and nonrenewable resources," and the charge asks the writer to explain how understanding them helps people use energy wisely.
- C. The topic is "pollution," and the charge asks the writer to list every type of damage that energy causes.
- D. The topic is "weather," and the charge asks the writer to describe the temperature on a sunny day.

12. Which word MOST precisely completes this sentence? "Coal is a ____ resource because it cannot be replaced quickly."

- A. nonrenewable
- B. good
- C. big
- D. common

13. Read this sentence from a student's response: "Energy stuff runs out sometimes." Which revision uses the MOST precise, informational language?

- A. Energy things can go away if people are not careful about how they use them every day.
- B. Some stuff about energy is important because it involves resources that do different things.
- C. Energy is a topic that many people find interesting for a variety of different reasons.
- D. Nonrenewable resources such as oil and coal will eventually run out because nature cannot replace them quickly.

14. A student writes this thesis (central idea): "Understanding both types of resources helps people make responsible energy choices." Which group of details from the passage BEST supports this thesis (central idea) as a reason?

- A. Energy comes from the Earth, and the Earth is a planet that orbits the sun in our solar system.
- B. Some resources can be replaced, and some cannot, which is a fact about nature and how things work.
- C. Renewable resources do not run out easily but are not always available, while nonrenewable resources provide steady energy but cause pollution and may be used up.
- D. Coal is black, oil is a liquid, and natural gas is invisible, and all three are found underground on the Earth.

15. A student uses this evidence: "The passage states, 'Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.'" Which explanation BEST connects this evidence to the thesis (central idea) that understanding resources helps people use energy wisely?

- A. This connects to the thesis (central idea) because knowing the strengths and weaknesses of each resource type is exactly what helps people make wise energy decisions.
- B. This means that the passage mentions the word "understanding," and understanding is when someone knows about a subject or topic.
- C. This evidence has quotation marks around it, which shows the student copied the sentence correctly from the original passage.
- D. This is a sentence from the passage that mentions energy, and energy is the power that makes machines and devices work.

Continue to the Written Response on the next page.

Written Response

Directions:

Read the prompt below. Use the planning space to organize your ideas. Then write your response on the lined page that follows.

Writing Prompt

Read "The Energy We Use Everyday" again. Write an informational paragraph that answers this question:

How does understanding renewable and nonrenewable resources help people use energy wisely?

Your paragraph should include:

- A clear thesis (central idea) sentence that answers the prompt
- At least two supporting details from the passage
- An explanation of why each detail supports your thesis (central idea)
- Precise, informational word choices
- Correct sentences with subject-verb agreement

Planning Space

Use this space to plan your paragraph before writing.

My thesis (central idea):

Detail 1 and why it supports my thesis (central idea):

Detail 2 and why it supports my thesis (central idea):

[illegible]

TEACHER ANSWER KEY AND SCORING GUIDE

Answer Key with Rationale

1. C

TEKS 4.11A(i). A prepared writer decides genre, topic, purpose, and audience before drafting. The other choices name formatting details or skip planning entirely. (Prepare / M1)

2. B

TEKS 4.12A(i). A narrative follows a character through a setting and an experience. B identifies all three (the narrator, the Lincoln Memorial, hearing the speech). A describes directions, C describes persuasion, D describes a list of facts. (Prepare / M2)

3. A

TEKS 4.12A(ii). A names a specific imagined detail that develops the narrator's experience of the speech. The other choices are off-topic general facts unrelated to the narrative experience. (Prepare / M2, M3)

4. D

TEKS 4.11C(i). D adds meaningful sensory and action details (holding Mama's hand, the enormous crowd). A adds no new information. B removes the character. C repeats the same idea. (Prepare / M3)

5. C

TEKS 4.11D(i). "Imagines" agrees with the singular subject "narrator." A uses the base form "imagine." B uses a participle without a helper. D uses "were imagine," which is incorrect. (Prepare / M4)

6. D

TEKS 4.12B(i). D captures the controlling idea of the whole passage (the Magna Carta as a lasting promise of fairness). A, B, and C are narrow supporting details. (C1 / M1)

7. B

TEKS 4.12B(i). B answers the prompt with a thesis (central idea) that names the TOPIC and the ANSWER with "because." A restates the topic vaguely. C is a personal opinion. D is an unrelated geography fact. (C1 / M2)

8. A

TEKS 4.12B(ii), 4.7C. A is a direct quotation proving the Magna Carta established fair rules (the king had to follow the law). B and C are background details. D describes the barons' feelings, not the document's impact. (C1 / M3)

9. C

TEKS 4.12B(iii). C explains how the evidence connects to the thesis (central idea): limiting the king's power was a concrete step toward fairness, proving the lasting impact. A, B, and D describe surface features. (C1 / M4)

10. B

TEKS 4.11D(i). "Forced" agrees with the plural subject "barons" in past tense. A mixes a singular verb with a plural subject. C lacks a main verb. D inserts an extra "was." (C1 / M4)

11. B

TEKS 4.12B(i), 4.11B(i). B correctly identifies the prompt's topic ("renewable and nonrenewable resources") and charge ("explain how understanding them helps people use energy wisely"). The others misidentify both. (C2 / M1)

12. A

TEKS 4.11C(ii). "Nonrenewable" names exactly what coal is; "good/big/common" are vague. Choosing a vague word: trade for a precise content term. (C2 / M2)

13. D

TEKS 4.11C(ii). D replaces vague words ("energy stuff," "runs out sometimes") with precise informational language ("nonrenewable resources," "oil and coal," "nature cannot replace them quickly"). A, B, and C keep vague words. (C2 / M2)

14. C

TEKS 4.12B(ii). C groups specific advantages and disadvantages of both resource types, which together prove understanding them helps people choose wisely. A and D are off-topic. B is too vague. (C2 / M3)

15. A

TEKS 4.12B(iii), 4.11B(iii). A uses CSI: it Connects the evidence to the thesis (central idea), Supports it with reasoning, and Infers what it means for wise energy use. B, C, and D describe the evidence without explaining. (C2 / M4)

Answer Key Distribution Check

A: items 3, 8, 12, 15 · B: items 2, 7, 10, 11 · C: items 1, 5, 9, 14 · D: items 4, 6, 13

Writing Rubric: Informational Paragraph (ECR)

Use this rubric to score the written response. TEKS: 4.12B(i), 4.12B(ii), 4.11B(i).

Score	RPLD Stage	Description
4	Independent	The response states one clear thesis (central idea) that controls the paragraph. At least two relevant details from the passage support the thesis (central idea). Each detail includes an explanation connecting it to the thesis (central idea). Word choice is precise and informational. Sentences are complete with correct subject-verb agreement.
3	Visible	The response states a thesis (central idea), slightly general. Two details support it, but explanation may be thin or partially connected. Most words are precise. Minor convention errors do not interfere with meaning.
2	Emergent	The response names the topic but does not state a controlling idea. One detail may be present without explanation. Word choice is vague. Some errors in subject-verb agreement.
1	Foundational	The response restates the topic only or copies a sentence from the passage. No thesis (central idea), no chosen detail, no explanation. Significant convention errors.

Score Conversion

Multiple-choice: 15 points (1 point each). Written response: 4 points. Total: 19 points.

Total Points	Percentage	Performance Level
17 to 19	89% to 100%	High
12 to 16	63% to 84%	Medium
0 to 11	0% to 58%	Low