

Exemplars & Rubric

Prompt: "Write a clear central idea for an informative SCR about "The Energy We Use Everyday." " 4.12B(i)

4

"Because renewable resources can be replaced and nonrenewable resources cannot, understanding the difference helps people use energy wisely."

SECURE • central idea covering both resource types • RPLD: **Independent**

3

"There are two kinds of resources, and it helps to know the difference."

DEMONSTRATES • clear idea, slightly general • RPLD: **Visible**

2

"Energy comes from resources."

DEVELOPING • a fact; no controlling idea • RPLD: **Emergent** • Next: "what do the facts show?"

1

"Energy."

BEGINNING • topic only • RPLD: **Foundational** • Next: model turning the topic into an idea

Which rubric applies? This four-point Targeted Evidence Scale scores every written central idea in Cluster 2. The Multiple-Choice Check uses its own 5-point key.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"Your central idea should cover the WHOLE passage. What do renewable and nonrenewable resources together teach us?"

SAY

"'Energy' is a topic. 'Knowing the two kinds of resources helps us use energy wisely' is a central idea."

► List a renewable and a nonrenewable example; ask "what do they show together?" before students write.

" " = say word-for-word • ► = teacher direction (do not read aloud)

CLUSTER 2 · MODULE 2 · MODULE ASSESSMENT MAP

What to Assess This Week

ASSESSMENT TARGET

Choose precise content-area words and improve sentence structure to inform clearly.

STANDARDS

4.11C(ii) word choice 4.11C(i) sentence structure
4.12B(ii) evidence

RPLD STAGE THIS WEEK

Visible — students CHOOSE precise words and stronger sentences.

EVIDENCE TYPE

Daily Learning Artifact — one vague sentence made precise + one supporting fact chosen.

Three Ways to Gather the Evidence

Path A — Quick Check

The 5-question Multiple-Choice Check on precise words and sentence structure.

Path B — Application Artifact

Student replaces a vague word with a precise content word and picks a supporting fact.

Path C — Choice Demonstration

Student may highlight, chart, or rewrite the precise line — same target, same scoring.

Grade the target, not everything. Grade whether the word is more precise and the sentence structure is clearer — not whether it is longer.

Exemplars & Rubric

Prompt: "Revise one vague sentence about energy to use precise, informative words." 4.11C(ii)

4

"Nonrenewable resources such as oil and coal will run out because nature cannot replace them quickly."

SECURE • precise content words + a clear reason • RPLD: **Independent**

3

"Oil and coal are nonrenewable and can run out."

DEMONSTRATES • precise terms, lighter reason • RPLD: **Visible**

2

"Some energy runs out and some doesn't."

DEVELOPING • vague terms • RPLD: **Emergent** • Next: name the exact resource type

1

"Energy stuff."

BEGINNING • no precise language • RPLD: **Foundational** • Next: model naming the resource precisely

Which rubric applies? The four-point Targeted Evidence Scale scores this revision. The MC Check keeps its 5-point key.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"Use the exact words. Instead of 'energy stuff runs out,' say 'nonrenewable resources like coal run out.'"

SAY

"Precise content words — renewable, nonrenewable — show a reader you understand the topic."

► Model one swap ("energy stuff" → "nonrenewable resources like coal"); then students revise one sentence.

" " = say word-for-word • ► = teacher direction (do not read aloud)

Exemplars & Rubric

Prompt: "Add one fact and one explanation that proves the central idea about energy resources."

4.12B(ii)

4

"The passage explains that nonrenewable resources cannot be replaced once they are used up. This shows that using renewable resources like sunlight and wind helps save the resources we cannot get back."

SECURE • evidence + an explanation that proves the idea • RPLD: **Independent**

3

"Nonrenewable resources run out, which shows we should use renewable ones."

DEMONSTRATES • evidence + a light explanation • RPLD: **Visible**

2

"Nonrenewable resources run out."

DEVELOPING • evidence, no explanation • RPLD: **Emergent** • Next: add "This shows..."

1

"Energy."

BEGINNING • no evidence or explanation • RPLD: **Foundational** • Next: find one fact that proves the idea

Which rubric applies? The four-point Targeted Evidence Scale scores the evidence + explanation. Noun editing is scored on the Standards Sweep tracking sheet.

TEACHER SCRIPT — EXPLAINING THIS TASK TO STUDENTS

SAY

"Prove it from the passage, then EXPLAIN it. Why does that fact matter?"

SAY

"After your fact, write 'This shows...' and say what it proves about using energy wisely."

► Have students box a fact, then write one "This shows..." sentence before combining.

" " = say word-for-word • ► = teacher direction (do not read aloud)