



**MINISTRY OF
EDUCATION &
YOUTH**



**Grade 4
Language Arts
Sample Items**
Performance Task

Prepared by the Student Assessment Unit
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Introduction

This booklet consists of items originally found on the 2019 administration of the Primary Exit Profile (PEP) Language Arts Performance Task (PT). Four items are contained within this booklet. These items are intended to provide a guide that should support the preparation of students for the 2022 administration of the Language Arts Performance Task.

Grade 4 Performance Task

Instructions

Read the poem and the passage which follow. Use them to answer questions 1, 2 and 3, as well as to write your letter. All answers must be written in this booklet.

Overall Description of Task

Source 1

Poem

I Tried to Do My Home Work

I tried to do my homework
but a show was on TV.
A song was on the radio.
A friend was texting me.
My email chimed, and so, of course,
I had to look at that.
It linked me to a Snapchat video
of someone's silly cat.

I watched a dozen videos,
and then I played a game.
I almost didn't hear her
when my mother called my name.
I looked up at the clock
and it was time to go to bed.
I didn't get my homework done;
just other stuff instead.

Source: Adapted ([www.poetry4kids](http://www.poetry4kids.com))

Source 2

Passage

The Many Faces of Technology

Technology has really helped people to do things faster. For example, horses were once a popular way of moving people from place to place. Now, we use cars. Also, kerosene lamps were one frequently used way of supplying light to a dark room. Today, that has been replaced by electric bulbs.

Long before there were blenders, persons would use a *grater* to grate coconuts. They would then squeeze the juice from the grated coconuts and use it as an ingredient in rice and peas, porridge and other foods. The blender made the process a faster one. It is also less dangerous. Using a hand held grater could cause a person to injure his/her fingers on the sharp edges. However, some persons still prefer to use the grater even though the blender is much faster.

Computers also help us to do things quickly. Computers are usually available in two types; desktops or laptops. They are useful for many things like researching information as well as for writing essays and sending emails. Movies can also be watched on a computer.

Did you know that a Smart TV can be used to watch local TV as well as cable TV, and YouTube videos as well as movies? The Smart TV does many of the things that a computer can do. Imagine that! It's almost like having two electronic devices in one.

Another great technological development is the smartphone. They are mini computers with a lot of features. They can be used to browse, go on Instagram, Snapchat, as well as sending emails. They can also be used to download information, watch videos and play music; most smartphones come equipped with a set of headphones. Most of all, they are small enough to fit in the palm of one's hand or in a pocket. The smartphone is used for so many other things that it is easy to forget that it is also used to send and receive calls.

Source: SAU

Instructions:

Circle the correct response for questions 1 and 2.

1. Which detail from the **poem BEST** supports the idea that technology can negatively affect time spent on school work?

- A. I almost didn't hear her when my mother called my name.
- B. I watched a dozen videos, and then I played a game.
- C. A song was on the radio.
- D. I looked up at the clock and it was time to go to bed.

2. Based on what you have read in the **passage**, which of the following is a good conclusion to draw?

- A. Technology is only about computers.
- B. Snapchat is the most popular form of technology.
- C. Everybody has a smartphone.
- D. Blenders are examples of technology.

Strand:
Reading/Research

Objective:
Combine main ideas to summarize information read

Item Description:
Students will draw inferences based on details extracted from the poem.

Key Description:
Option B

Strand:
Reading/Research

Objective:
Utilize text features in presenting research information

Item Description:
Students will use text features to find information/draw inferences.

Key Description:
Option D

3. Read the statement below then write your response to A and B on the lines provided.

Technology has its advantages and disadvantages

- A. Write **TWO** details from **the poem** that are **disadvantages** of technology.

Poem:

1. I tried to do my homework but a show was on TV.

2. I watched a dozen videos, and then I played a game.

- B. Write **TWO** details from **the passage** that are **advantages** of technology.

Passage:

1. Kerosene lamps were one frequently used way of supplying light to a dark room. Today, that has been replaced by electric bulbs.

2. They are useful for many things like researching information as well as for writing essays and sending emails.

Strand:
Research

Objective:
Compare and contrast features of fiction and non-fiction texts.

Item Description:
Students will extract contrasting information from multiple sources.

Key Description:
The answer provided will be one correct detail from Source 1 and one correct detail from Source 2.

Letter

Read the task below and the information about what to include in your letter, and then begin your work.

Task

Task

Write a letter to ^{Audience} your parent ^{Purpose} convincing him/her to buy an electronic device you want. In the letter you **MUST** identify the ^{Topic} device you want, ^{Strong Verb} explain how it will help you with your school work, as well as how you will use it for entertainment. Your letter must include evidence from the poem and the passage.

When you write your letter remember to:

- stay on the topic
- use details from Source 1 and Source 2 to support your explanation
- give details from the sources in your own words
- follow rules of writing (spelling, punctuation, and grammar usage)

Strand:

Writing

Objective:

Write letters/information pieces and reports to include relevant features/elements.

Item Description:

Students are required to read and evaluate the sources then use information/evidence gathered from the sources to help to convince their parent to buy them an electronic device.

Key Description:

- **Effective organization**
Opinion is clearly stated and response is adjusted to the purpose. Physical separation of paragraphs must be present.
- **Effective Elaboration**
The sources are integrated and relevant. (Students identify an electronic device, say how it will help with school work, use for entertainment)
- **Language Conventions**
Adequate vocabulary usage; correct punctuation, capitalization, grammar, and spelling.

[illegible]