



EXPEDITIONARY
LEARNING

Grade 6: Module 2B:

Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	<p>Giving Voice to Adversity</p> <p>This performance task gives students the chance to create and perform their own modern-day narrative of adversity. After studying the narrative-based monologues in <i>Good Masters! Sweet Ladies!</i> as well as the concrete poetry of John Grandits, students will choose from one of two formats—either monologue or concrete poem—in which they convey a theme of adversity. Then students will practice the speaking and listening skills necessary to perform their writing, as a monologue or “spoken word” poetry, for their peers. This task addresses NYSP12 ELA CCLS W.6.3, SL.6.4, SL.6.6, L.6.1, L.6.3, and L.6.6.</p>
Mid-Unit 1 Assessment	<p>Research Reading: Medieval Times</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.1, RI.6.2, RI.6.4, and RI.6.5. Students will read a new informational article about the Middle Ages. They will cite evidence to answer text-dependent questions, write a summary of the article, analyze how ideas are developed, and analyze how a particular sentence or section contributes to the overall meaning of the article.</p>
End of Unit 1 Assessment	<p>Writing about Medieval Times</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.2, W.6.4, W.6.7, and W.6.9. After researching several aspects of medieval times, students will choose one aspect to write their own informational essay about. They will write in response to this prompt: “Describe three different adversities faced by the particular group you focused on, and provide an explanation of why they faced those adversities.” (This assessment helps students solidify their learning about medieval times from this unit and prepares them for deeper study, in Unit 2, of the adversities people faced in this time.)</p>



Mid-Unit 2 Assessment	<p>Finding Theme and Interpreting Figurative Language: Monologues from a Medieval Village</p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.2, RL.6.4, and L.6.5, L.6.5a, L.6.5b, and L.6.5c. For this assessment, students will read a new monologue from <i>Good Masters! Sweet Ladies!</i> Students will independently complete a graphic organizer identical to the one used in instruction. They will identify themes of adversity in the monologue, will interpret the meaning of figurative language used, and will answer text-dependent questions to analyze the impact of specific word choice on the text.</p>
End of Unit 2 Assessment	<p>Argument Essay: Do We Face the Same Adversities as the Voices of <i>Good Masters, Sweet Ladies</i>?</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.1 and W.6.9. For this assessment, students will write a literary argument in which they answer the question “Do we still struggle with any of the same adversities as the people of <i>Good Masters, Sweet Ladies</i>?” Students will make a claim about whether or not people of modern times face the same challenges as the characters in these monologues. For text-based evidence, students will revisit their literary text <i>Good Masters! Sweet Ladies!</i> They will then use evidence from their own experiences as a point of comparison.</p>
Mid-Unit 3 Assessment	<p>Small Group Discussion: How Do Modern Poems Portray Modern Adversities?</p> <p>This assessment centers on NYSP12 ELA CCLS RL.6.7, RL.6.9, SL.6.1, SL.6.4, and SL.6.6. After reading and analyzing several concrete poems, students will engage in a small group discussion in which they talk about themes of adversity. Students will compare and contrast how a poem and an informational text approach a similar idea or topic. Finally, students will listen to an audio version of that same poem, and compare and contrast the experience of reading a text and listening to an audio version of the same text.</p>
End of Unit 3 Assessment	<p>Giving Voice to Adversity: Drafting a Modern Narrative of Adversity</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.3, L.6.1, and L.6.3. Students will review the themes of adversity collected by the class while reading concrete poems, and then choose a theme that they have experienced. Using mentor texts to guide them, they will write their own monologue or concrete poem giving voice to this adversity. This assessment is two parts. In Part 1 (Lesson 7), students draft the body of their narrative. In Part 2 (Lesson 8), students draft the introduction and conclusion of their narrative.</p>