



EXPEDITIONARY
LEARNING

Grade 7: 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>Advertisement Analysis and “Counter-Ad”</p> <p>Building on their focus on identity formation and gender roles in Unit 1, students will research the use and impact of gender stereotypes in advertisements. They will write a formal advertisement analysis and create a “counter ad” in which they modify the original ad to reveal the text, subtext, bias, and persuasive techniques used to perpetuate gender stereotypes. First, students individually complete a researcher’s notebook in which they track their questions and take notes. Next, as their End of Unit 3 Assessment, they write a synthesis of their research findings. Finally, for the performance task, students deconstruct the portrayal of gender stereotypes in a print advertisement. On their own, they write an analysis of the advertisement that draws on their research. Then, with a partner, they work to create a counter ad. Then they will publish this new advertisement in a printed or electronic format selected by the teacher and provide a well-written paragraph to explain the choices they made in designing their counter ad. This task centers on NYSP12 ELA CCLS W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.</p>
Mid-Unit 1 Assessment	<p>Evidence, Ideas, and Interactions: “Why Couldn’t Snow White Be Chinese?”</p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, RI.7.2, and RI.7.3. For this assessment, students will cite several pieces of evidence in Grace Lin’s essay “Why Couldn’t Snow White Be Chinese?” and use it to identify central ideas and to analyze the text. This assessment also features an opportunity for students to practice paraphrasing information in a short-response, using a structured format they practice throughout the unit.</p>
End of Unit 1 Assessment	<p>Claims, Interactions and Text Structure: “Is Money Affecting Your Social Status?”</p> <p>This assessment focuses on NYSP12 ELA CCLS RI.7.1, 7.2, RI.7.3, and RI.7.5. For this assessment, students will read and analyze the article “Is Money Affecting Your Social Status?” and identify the central ideas, claims, and structure of the text. This assessment ask students to summarize information they’ve read in a short paragraph, select the best piece of evidence to support a claim, and analyze the relationship between different paragraphs. This assessment tests all the informational text reading standards that are covered in the unit, serving as a culminating assessment.</p>



Mid-Unit 2 Assessment	<p>Using Evidence, Theme, and Inference to Analyze an Unseen Passage in <i>Pygmalion</i></p> <p>This assessment centers on NYSP12 ELA CCLS RL.7.1, RI.7.3, and L.7.4. Students will analyze an unseen passage from <i>Pygmalion</i> and answer questions about key themes and characters based on evidence and inference, as well as vocabulary. Students will be asked to identify which specific lines in the text helped them decipher the correct answers.</p>
End of Unit 2 Assessment	<p>Argument Essay: Eliza's Changes</p> <p>This is a two-part assessment. Students respond to the following prompt: "Eliza Doolittle changes her outward identity (speech, mannerisms, clothing) throughout the play. Does she change her inner identity (values, character) as well? After reading <i>Pygmalion</i>, write an argument essay that addresses this question. Support your position with evidence from the play. Be sure to acknowledge competing views and refer only to information and events in the play." Part 1 is students' best on-demand draft and centers on NYSP12 ELA CCLS RL.7.1, RL.7.3, W.7.4, and W.7.9. This draft Students must make a claim and support their position with will be assessed before students receive peer or teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students' final draft, revised after teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.5.</p>
Mid-Unit 3 Assessment	<p>Gathering Relevant Information and Generating Additional Research Questions</p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on gender roles in advertisements, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.</p>
End of Unit 3 Assessment	<p>Writing a Research Synthesis</p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on the use of stereotypical gender roles in advertisements, they will synthesize their findings (from their finished researcher's notebooks) into several paragraphs in which they acknowledge their sources.</p>