



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Assessment Overview



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Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.</p>
Mid-Unit 1 Assessment	<p><b>“The Water Crisis Isn’t Global. It’s Local”: Listening for Main Ideas and Supporting Details</b></p> <p>This assessment centers on NYSP12 ELA CCLS SL.7.2. For this assessment, students will analyze the main idea and details in the video “The Water Crisis Isn’t Global. It’s Local,” which features Charles Fishman, the author of The Big Thirst.</p>
End of Unit 1 Assessment	<p><b>We Need to Pay More Attention to Water: Tracing and Evaluating Arguments in Text and Video</b></p> <p>This assessment has two parts. Students first watch the video “Corporations Need to Pay More Attention to Water: Charles Fishman” to trace and evaluate Fishman’s argument. Then students read the article “Agriculture and Environment: Cotton” to trace and evaluate its argument. This assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3.</p>



Mid-Unit 2 Assessment	<p><b>Simulated Research Task: Water Management Strategies</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. For this assessment, students will read an excerpt of <i>The Big Thirst</i> before the assessment and the article “Get the Salt Out” during the assessment itself as part of a simulated research task. Then students will answer selected response and short constructed response questions about the two texts and the research process.</p>
End of Unit 2 Assessment	<p><b>Making a Claim about Water Management</b></p> <p>This assessment has two parts. In the first part, students engage in a Fishbowl discussion of the two possible answers to the question: Which category of water management would be a good place to begin to make the way we manage water more sustainable? Part 1 of the assessment centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. In Part 2, students orally present their position in answer to the same question. The second part of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9.</p>
Mid-Unit 3 Assessment	<p><b>First Draft of Position Paper</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, and W.7.4. For this assessment, students will write their best first draft of their position paper in response to the question Which category of water management would be a good place to begin to make the way we manage water more sustainable? In the position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p>
End of Unit 3 Assessment	<p><b>Final Draft of Position Paper and Reflection on the Writing Process</b></p> <p>This assessment has two parts. First, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p>