



EXPEDITIONARY
LEARNING

Grade 8: Module 2B:

Assessment Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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>Character Confessional Narrative</p> <p>After studying the thematic concept of control throughout <i>A Midsummer Night's Dream</i>, students will write a narrative as a “confessional” in which a character from the play explains his or her attempts to control or manipulate someone else in the play to get what they want. This writing piece will meet criteria for an effective narrative, including a logical introduction, event sequence, and reflective conclusion; narrative techniques; transitions; description; and correct grammar. Students’ confessionals will answer three guiding questions: “Why did you want to control someone else’s actions?”; “How did you try to control someone else’s actions?”; and, finally, “What were the results of your trying to control someone else’s actions?” Each student will read aloud his or her confessional to a small group of peers. Teachers have the option of choosing to make this a multimedia project (addressing NYSP12 ELA CCLS W.8.6) by having students record their read-alouds of these narratives in character. This performance task centers on standards NYSP12 ELA CCLS RL.8.2, RL.8.3, W.8.3, W.8.4, W.8.9a, and W.11b.</p>
Mid-Unit 1 Assessment	<p>Analyzing an Author’s Argument and Text Structure</p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.2, RI.8.5, and RI.8.6. Students will read and summarize the article “Top Ten Reasons Why Shakespeare Did Not Write Shakespeare,” determine its central idea, analyze the development of the central idea throughout the text, and examine how text structure develops this central idea. Students will identify the main supporting idea of each part of the text, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea.</p>
End of Unit 1 Assessment	<p>Text to Film Comparison</p> <p>This assessment centers on NYSP12 ELA CCLS RL.8.1, RL.8.6, and RL.8.7. Students will analyze the differences between Shakespeare’s original text of <i>A Midsummer Night’s Dream</i> and a 1999 film version of the play directed by Michael Hoffman. They will begin by writing an objective summary of a selected passage from the play, then answering a series of short questions assessing their ability to cite the strongest textual evidence to support their ideas and inferences about the theme of control. Finally, students will analyze the extent to which the film version of a selected scene from <i>A Midsummer Night’s Dream</i> stays faithful to Shakespeare’s script, evaluating whether the director and/or actors’ choices effectively convey the central message of the text.</p>



Mid-Unit 2 Assessment	<p>Analyzing Narrative Structure and Author's Craft</p> <p>This two-part assessment centers on NYSP12 ELA CCLS RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, and L.8.5a. In Part 1, students will first read a Swedish myth similar to “Pyramus and Thisbe” and summarize the myth. They will then analyze the narrative structure of the myth. In Part 2, students will read Egeus’ speech from the beginning of <i>A Midsummer Night’s Dream</i>, analyze Shakespeare’s word choice by using context clues to determine the meaning of specific words in the speech, and infer figurative and connotative meanings. They will compare this excerpt from the play with “Pyramus and Thisbe” as they engage in a deeper analysis of the ways in which Shakespeare may have drawn on patterns of events, character types, and themes in this myth; how he rendered this material new; and how the structure of each text differs and contributes to the meaning of both.</p>
End of Unit 2 Assessment	<p>Argument Essay: Controlling Others in <i>A Midsummer Night’s Dream</i></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.2, W.8.1, W.8.1b, W.8.1c, W.8.1d, W.8.1e, W.9a, L.8.2, L.8.2a, and L.8.2b. Students will cite the strongest evidence from the play as they write an argument essay in which they use the strongest evidence from two characters in <i>A Midsummer Night’s Dream</i> to answer the following prompt: “In <i>A Midsummer Night’s Dream</i>, does Shakespeare make the case that it is possible to control another person’s actions, or not?” In addition, students will strengthen their arguments by acknowledging and distinguishing their claim from alternate or opposing claims.</p>
Mid-Unit 3 Assessment	<p>Confessional Narrative Character and Scene Selection: Justification</p> <p>This assessment centers on NYSP12 ELA CCLS RL.8.1 and W.8.11b and serves as a scaffold toward students’ character confessional narrative. For the mid-unit assessment, students will write a short justification of why they chose the character they did and explain how the incidents they selected develop the theme of control.</p>
End of Unit 3 Assessment	<p>Commentary on Confessional</p> <p>This assessment centers on NYSP12 ELA CCLS RL.8.2, RL.8.3, W.8.11, and W.8.11b. Students will write a short commentary on how their character confessional narrative (their Performance Task) is a response to <i>A Midsummer Night’s Dream</i>, and how it connects to and diverges from the play. (Note that students are not formally assessed on their individual script itself, but only on their commentary.)</p>