



EXPEDITIONARY  
LEARNING

# **Grade 8: Module 3B: Unit 3: Lesson 5**

## **End of Unit 3 Assessment: On-Demand Writing— Photograph and Song Choices for a Film**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none"><li>• I can write arguments to support claims with clear reasons and relevant evidence (W.8.1)</li><li>• I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.8.2)</li></ul>	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>.</li><li>• I can argue why each photograph and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>.</li></ul>	<ul style="list-style-type: none"><li>• Homework: Writing Plan sheet (completed for Lesson 4 homework)</li><li>• End of Unit 3 Assessment</li><li>• Self-assessment on rubric</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Returning Mid-Unit 3 Assessments with Feedback (5 minutes)</li><li>Reviewing the Learning Targets (3 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 3 Assessments (30 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Self-Assessment (7 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue reading your independent reading book.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students receive feedback from the Mid-Unit 3 Assessments. Ensure these assessments have been graded with feedback before returning them at the beginning of this lesson.</li><li>In this lesson, students complete their End of Unit 3 Assessments—an on-demand piece of writing. Students were given the prompt for this assessment in the previous lesson and were provided with a writing planning sheet to complete for homework, to help them think about the structure of their writing in advance.</li><li>Use your judgment. If you feel students will need more guidance with this planning sheet, you may consider allocating time to model how to use it and time for students to complete it in the lesson before asking students to write for the assessment.</li><li>The purpose of the writing required by this assessment is to help students begin to coherently organize their thinking in preparation for the Performance Task presentation. In the next lesson, students use a copy of their writing as a starting point for their presentation prompt cards.</li><li>Grade the assessment using the rubric provided. Refer to the End of Unit 3 Assessment Model in Lesson 2 to guide your assessment. Although Coherence, Organization and Style, and Conventions have not been taught at length in this module, students have already worked on these skills in previous modules, so it is assumed that students will be well practiced in these areas. If you feel that your students are underprepared in any of these areas, consider adding mini lessons to address the particular needs of your students before requiring them to complete this piece of writing.</li><li>At the end of this lesson you will collect students' writing; however, in the next lesson students will need copies of their writing to begin preparing their presentations. It is recommended that you photocopy student work and provide them with the copy in the next lesson so that you have the original to grade for the assessment.</li><li>In advance:<ul style="list-style-type: none"><li>Ensure Mid-Unit 3 Assessments have been graded with feedback.</li><li>Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• End of Unit 3 Assessment Prompt (from Lesson 4)</li><li>• End of Unit 3 Assessment Rubric (one per student and one for display)</li><li>• Photograph and Song Choice note-catcher (completed by each student in Lessons 2 and 4)</li><li>• Homework: Writing Plan (one per student from Lesson 4)</li><li>• <i>A Mighty Long Way</i> (book; one per student)</li><li>• Highlighters (optional' one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Returning Mid-Unit 3 Assessments with Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Return the <b>Mid-Unit 3 Assessments with feedback</b>.</li><li>• Invite students to spend 5 minutes looking over your feedback.</li><li>• Explain that if students have any questions about the feedback, they are to write their names in a list on the board and you will get to them at some point during the lesson.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing the Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can write a description of each of the photographs and the song I have selected for the film, using evidence from <i>A Mighty Long Way</i>."</li><li>* "I can argue why each photograph, and the song I have chosen deserves to be focused on in the film, using evidence from <i>A Mighty Long Way</i>."</li></ul></li><li>• Ask students to turn and talk to an elbow partner:<ul style="list-style-type: none"><li>* "Based on these learning targets, what do you think you are going to be doing in this lesson? Why?"</li></ul></li><li>• Tell students that today students will be using their Photograph and Song Choice note-catchers to respond to a prompt for their End of Unit 3 Assessments.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessments (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>End of Unit 3 Assessment Prompt</b> and invite students to refer to their own copies. Remind students that they analyzed this prompt in the previous lesson and so should be familiar with what they are going to do.</li><li>• Display and distribute the <b>End of Unit 3 Assessment Rubric</b> and explain that you will grade student writing using this rubric.</li><li>• Select volunteers to read the criteria in the 4 score column aloud for the class. Tell students you would like them to aim to achieve the criteria in this column.</li><li>• Invite students to ask any questions they may have about the prompt or the expectations on the rubric before they begin writing.</li><li>• Tell students that they can and should refer to their resources as they do this evidence-based writing task. Ask students to take out their <b>Photograph and Song Choice note-catchers</b>, their <b>Homework: Writing Plan</b> sheet (from Lesson 4), and their text <b><i>A Mighty Long Way</i></b> to refer to as they complete the assessment.</li><li>• Invite students to begin; circulate to support them as required.</li></ul>	<ul style="list-style-type: none"><li>• Models can help all students understand what is expected of their work.</li><li>• Be sure to make provisions for students who are allowed additional time to complete assessments.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read their assessment through the lens of the criteria on the rubric. Ask them use a pen or <b>highlighters</b> to call attention to sections of their writing where they feel they have achieved and to annotate next to it why they feel they have achieved that, using evidence from their writing where possible.</li><li>• Collect students' End of Unit 3 Assessments and self-assessments. Please note that these assessments need to be returned to students with feedback in Lesson 7.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book.</li></ul>	



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## Supporting Materials



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End of Unit 3 Assessment Rubric

Scores 2 - 0

Name: \_\_\_\_\_

Date: \_\_\_\_\_

2	1	0
<ul style="list-style-type: none"> <li>introduces the photographs and song with a description, and outlines an argument for choosing them in a manner that follows generally from the task and purpose</li> <li>descriptions, arguments and reasons demonstrate a literal comprehension of the topic</li> <li>partially develops the argument (claim and reasons) with the use of some textual evidence, some of which may be irrelevant</li> <li>sometimes logically explains how evidence supports the claim and reasons</li> <li>exhibits some attempt at organization, with inconsistent use of transitions</li> <li>establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>provides a concluding statement or section that follows generally the claim and reasons presented</li> <li>demonstrates emerging command of conventions with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>introduces the photographs and song with descriptions, and an argument for choosing them in a manner that does not logically follow from the task and purpose</li> <li>claim and reasons demonstrate little understanding of the topic</li> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>attempts to explain how evidence supports the claim and reasons</li> <li>exhibits little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented</li> <li>demonstrates a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>description and argument demonstrate a lack of comprehension of the topic or task</li> <li>provides no evidence or provides evidence that is completely irrelevant</li> <li>does not explain how evidence supports the claim and reasons</li> <li>exhibits no evidence of organization</li> <li>uses language that is predominantly incoherent or copied directly from the text(s)</li> <li>does not provide a concluding statement or section</li> <li>minimal, making assessment of conventions unreliable</li> </ul>





End of Unit 3 Assessment Rubric

Scores 4 - 3

4	3
<ul style="list-style-type: none"> <li>– clearly introduces each photograph and song choice with a description, and outlines an argument for choosing each one in a manner that is compelling and follows logically from the task and purpose</li> <li>– descriptions, arguments, and reasons demonstrate insightful analysis of the topic</li> </ul>	<ul style="list-style-type: none"> <li>– clearly introduces each photograph and song choice with a description, and outlines an argument for choosing each one in a manner that follows from the task and purpose</li> <li>– descriptions, arguments, and reasons demonstrate grade-appropriate analysis of the topic</li> </ul>
<ul style="list-style-type: none"> <li>– develops the argument with relevant, well-chosen facts; definitions; concrete details; quotations; or other information and examples from the text(s)</li> <li>– skillfully and logically explains how evidence supports the claim and reasons</li> </ul>	<ul style="list-style-type: none"> <li>– develops the argument (claim and reasons) with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>– logically explains how evidence supports the claim and reasons</li> </ul>
<ul style="list-style-type: none"> <li>– exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>– establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>– provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</li> </ul>	<ul style="list-style-type: none"> <li>– exhibits clear organization, with the use of appropriate transitions to create a unified whole</li> <li>– establishes and maintains a formal style using precise language and domain-specific vocabulary</li> <li>– provides a concluding statement or section that follows from the claim and reasons presented</li> </ul>
<ul style="list-style-type: none"> <li>– demonstrates grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>



End of Unit 3 Assessment Rubric  
Criteria and CCLS

Criteria	CCLS
<b>DESCRIPTIONS AND ARGUMENTS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	W.1, W.2
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support the author's argument	W.1, W.2
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.1, W.2
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.1, W.2