



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3B: Assessment Overview



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Final Performance Task	<p><b>Presentation of Photograph and Song Selections</b></p> <p>This performance task centers on NYSP12 ELA CCLS SL.8.4 and L.8.1. During Unit 3, students will select four photographs from <i>Little Rock Girl 1957</i> to lift up as key events in a film based on the memoir <i>A Mighty Long Way</i>, and a song for the soundtrack. After writing about their choices for the End of Unit 3 Assessment, students will use their writing as a basis for a presentation in which they will describe each photograph and their song choice, and present arguments for selecting each, citing evidence from <i>A Mighty Long Way</i> to support their arguments.</p>
Mid-Unit 1 Assessment	<p><b>On-Demand Writing: Conflicting Interpretations of the 13th and 14th Amendments</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.1 and RI.8.9. Students will use the notes they have collected when reading the <i>Plessy v. Ferguson</i> court decision and dissenting opinion to write an on-demand response to the prompt: How do the court’s decision and the dissenting opinion in <i>Plessy v. Ferguson</i> disagree on the interpretation of the 13th and 14th amendments in reference to the case? Students will cite evidence from both texts to support their claims.</p>
End of Unit 1 Assessment	<p><b>Small Group Socratic Seminar: Making Connections between Song Lyrics and Texts</b></p> <p>This assessment centers on NYSP12 ELA CCLS SL.8.1a-e and RI.8.1. Students will participate in small group Socratic Seminar discussions that make connections between all the texts they have read throughout the unit, and lyrics from two songs that were popular during the civil rights movement, “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.” Students will set speaking goals for themselves before they participate in the discussion and will have an opportunity to self-reflect on those goals.</p>



Mid-Unit 2 Assessment	<p><b>Evaluating and Classifying Primary Sources</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about segregation and further their analysis as they evaluate the advantages and disadvantages of using different mediums to convey information on a topic. Students will complete this analysis using a graphic organizer.</p>
End of Unit 2 Assessment	<p><b>Informational Essay: The Role of the Media in the Story of the Little Rock Nine</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: “In the events surrounding the Little Rock Nine and the struggle to integrate Central High, the media played a newly powerful role. In what ways did it serve to illuminate events for a national audience, and in what ways did it give an incomplete or even inaccurate picture of events?”</p>
Mid-Unit 3 Assessment	<p><b>Analysis of Language Techniques</b></p> <p>This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice and short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use of the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.</p>
End of Unit 3 Assessment	<p><b>On-Demand Writing: Photograph and Song Choices for a Film</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.8.1 and W.8.2. Students will write an on-demand response describing each of the four photographs they have chosen to lift up as key events in a film based on <i>A Mighty Long Way</i>, the memoir by Carlotta Walls LaNier, and the song they have chosen for the soundtrack. Students will put forth an argument for why they have chosen each photograph and the song, using evidence from <i>A Mighty Long Way</i> to support their arguments.</p>