



EXPEDITIONARY
LEARNING

Grade 7: Module 7M4A: 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	Visual Representation of Position Paper This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation 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, and L.7.6.
Mid-Unit 1 Assessment	“The Development of the Young Brain”: Listening for Main Idea and Supporting Details This assessment centers on NYSP12 ELA CCLS RI.7.7 and SL.7.2. Students will analyze the main idea and details in the video “Development of the Young Brain,” which features Dr. Jay Giedd, a prominent researcher in the field of adolescent neurobiology. They will also compare a portion of the video to the transcript of the video.
End of Unit 1 Assessment	Analyzing the Main Idea and Supporting Details in “You Trouble” This assessment centers on NYSP12 ELA CCLS RI.7.1, RI 7.2, RI.7.5, RI.7.6, and L.7.6. Students will analyze the main idea and supporting ideas in a text that links digital media, brain development, and adolescent behavior by filling out the same chart they have been practicing throughout Unit 1. They also will answer selected response questions about author purpose (RI.7.6), vocabulary (L.7.6), text structure (RI.7.5) and text-based evidence (RI.7.1).



Mid-Unit 2 Assessment	<p>This is a two-part assessment. Both Parts 1 and 2 share one reading, “Can You Unplug for 24 Hours?” Each part also includes additional video or text.</p> <p>Part I: Tracing and Evaluating Arguments</p> <p>Part 1 of this assessment centers on NYSP12 ELA CCLS RI.7.8 and SL.7.3. Students will watch a video, read a related text, and then trace and evaluate the arguments of both pieces.</p> <p>Part II: Research Task: Comparing and Contrasting Texts</p> <p>Part 2 of this assessment centers on NYSP12 ELA CCLS RI.7.9, W.7.7, W.7.8, L.7.4c, and L.7.4d. Students will answer selected response and short constructed response questions about two related texts and the research process. Then they compare and contrast the arguments of both pieces.</p>	
End of Unit 2 Assessment	<p>Making a Claim about the AAP Recommended Screen Time</p> <p>This assessment has two parts. Part 1 centers on NYSP12 ELA CCLS SL.7.1, SL.7.1a, and SL.7.1e. Students engage in a Fishbowl discussion of the two possible answers to the question: “Should the AAP raise its recommended daily screen time from two hours to four hours?” Part 2 of the assessment centers on NYSP12 ELA CCLS SL.7.3a, SL.7.4, SL.7.5, SL.7.6, and RI.7.9. Students individually present their position in answer to the same question they discussed in Part 1. They will craft and use a visual aid to support their oral presentation.</p>	



Mid-Unit 3 Assessment	First Draft of Position Paper This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, W.7.4, and W.7.9. Students will write their best first draft of their position paper in which they craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument. Students will write in response to this prompt: “You are part of the Children and Media Expert Advisory Committee. Your job is to help the American Academy of Pediatrics revisit the recommendation that children older than 2 should spend no more than two hours a day on entertainment screen time. After examining both the potential benefits and risks of entertainment screen time, particularly to adolescent development, make a recommendation. Should the AAP raise its recommended daily entertainment screen time from two hours to four hours?”
End of Unit 3 Assessment	Final Draft of Position Paper and Reflection on the Writing Process This assessment has two parts. In Part 1, 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 Part 2, 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.