



EXPEDITIONARY
LEARNING

Module 2A: **Assessments**



Performance Task	<p>Consumer’s Guide to Working Conditions in the Garment Industry</p> <p>This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.</p>
Mid-unit 1 Assessment	<p>How Working Conditions Affected Lyddie</p> <p>This assessment centers on standards NYS ELA RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed-response items that assess their ability to analyze the text, focusing specifically on how working conditions affect Lyddie.</p>
End of unit 1 Assessment	<p>Argument Essay about Lyddie</p> <p>Students will plan, draft, and revise an argument essay that responds to the prompt: “After reading through Chapter 17 of <i>Lyddie</i>, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.” This assessment has two parts. Part 1 is students’ best on-demand draft and centers on standards NYSP12 ELA RL.7.1, RL.7.3, W.7.1, and W.7.9a. This draft will be assessed based on the first two rows of the NYS Expository Writing Evaluation Rubric before students receive teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after teacher feedback, and is assessed on the final two rows of the rubric, adding standards L.7.1, L.7.2, and W.7.5. The lesson sequence and grading rationale for this assessment is similar to that in Module 1, Unit 2. Over several lessons, students review a model argument essay and the rubric (used in Module 1, and here adapted to argument writing specifically), explore the prompt, form evidence-based claims, organize the essay, and write the essay.</p>



Mid-unit 2 Assessment	<p>How Chávez Develops His Claims in the Commonwealth Club Address</p> <ul style="list-style-type: none">• This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5. This is a reading assessment: Students complete selected-response items to demonstrate their ability to identify a claim and how it is developed. The assessment will focus on a section of Chávez’s Commonwealth Club Address that the class has not yet analyzed.• Alternate Mid-Unit 2 Assessment: For classes that have already read Chávez’s Commonwealth Club Address (as a part of the stand-alone Odell Education unit), an alternate Chávez speech is suggested for Unit 2: “Statement at Pacific Lutheran University,” March 1989. To create an alternate Mid-Unit 2 Assessment, examine the fully developed assessment in Lesson 5 (which focuses on the Commonwealth Club Address) and use this as a model to create a similar assessment based on a section of the alternate Chávez speech.
End of unit 2 Assessment	<p>Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech</p> <p>This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5, with an emphasis on RI.7.5. Students read “Wrath of Grapes,” another speech by Chávez (edited for length), and answer selected- and constructed-response questions about its central claim, how that claim is developed, and how each section of the speech relates to that central claim.</p>
Mid-Unit 3 Assessment	<p>Gathering Relevant Information and Generating Additional Research Questions</p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.</p>
End of Unit 3 Assessment	<p>Writing a Research Synthesis</p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher’s notebooks) into several paragraphs in which they acknowledge their sources.</p>