



EXPEDITIONARY
LEARNING

Grade 8: Module 2A: 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	<p>Readers Theater and Analytical Commentary: Taking a Stand in Maycomb</p> <p>After reading <i>To Kill a Mockingbird</i>, students will analyze key quotes from the novel that reflect the overarching themes they studied in Units 1 and 2. Students then will form small groups and develop a Readers Theater script in which each student will select a different critical scene from the novel that develops the theme of their group’s assigned quote. Their group Readers Theater script combines these individual scene selections and will be accompanied by two short written pieces that students will write on their own: a justification (students’ Mid-Unit 3 Assessment) in which students justify and explain how the passage develops the main idea of their group’s quote and a commentary (students’ End of Unit 3 Assessment) in which they explain how their script is a response to <i>To Kill a Mockingbird</i> and how it connects to and diverges from the novel. The final performance task will be a presentation of the Readers Theater Script by the small group. This Readers Theater final performance task centers on NYSP12 ELA Standards RL.8.2, RL.8.3, W.8.3, W.8.4, and W.11b.</p>
Mid-Unit 1 Assessment	<p>Analyzing Excerpts of Lyndon Johnson’s Speech “The Great Society”</p> <p>This reading assessment centers on standards NYSP12ELA CCLS RI.8.2, RI.8.5, and RI.8.6. Students will read the excerpts from the speech “The Great Society” by Lyndon B. Johnson, determine the central idea, and analyze its development through the speech. Specifically, they first will complete a graphic organizer in which they analyze the speech’s structure by completing information about parts of the speech. Students will identify the main supporting idea of each part, cite evidence from the text that supports their answer, and explain how the textual evidence helped them decide on the supporting idea. After completing the graphic organizer, students then will state the central idea and explain how the parts of the speech developed this theme. They will conclude the assessment by answering several short questions related to perspective, including students’ understanding of how Johnson acknowledges opposing viewpoints, and their ability to explain what role Johnson’s series of questions that begin “Will you join in the battle ...” play in developing and refining the central idea.</p>
End of Unit 1 Assessment	<p>Analyzing Author’s Craft in <i>To Kill a Mockingbird</i> and the Poem “Solitude”: Allusions, Text Structure, Connections to Traditional Themes, and Use of Figurative Language</p> <p>This reading assessment centers on standards NYSP12 ELA CCLS RL.8.4, RL.8.5, RL.8.9, and L.8.5a. In order to demonstrate their understanding of different text structures and how these structures contribute to the meaning of the texts, students will analyze the meaning and structure of Chapter 11 and contrast it to the poem “Solitude” by Ella Wheeler Wilcox. Specifically, students will read “Solitude” and two passages from Chapter 11 and then complete a graphic organizer in which they analyze the meaning and structure of each text and identify how these two texts connect to the traditional theme of the Golden Rule (RL.8.5 and RL.8.9). They will also answer selected-response and short-answer questions regarding the allusion to <i>Ivanhoe</i> in Chapter 11 and how this allusion enhances the understanding of the text.</p>



Mid-Unit 2 Assessment	Text to Film and Perspective Comparison of <i>To Kill a Mockingbird</i> This assessment centers on standards NYSP 12 ELA CCLS RL.8.2, RL.8.6 and RL.8.7. Students will summarize the courtroom scene in the novel <i>To Kill a Mockingbird</i> , view the courtroom scene in the film version of the novel, and then compare how the film version remains true or veers from the original text. Students also will evaluate the choices made by the actors or director in the film. Finally, students will analyze how the reader’s perspective of the scene differs from that of the characters (RL.8.6), specifically in terms of what the reader knows that Scout doesn’t know.
End of Unit 2 Assessment	Argument Essay: Taking a Stand This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RL.8.2, RL.8.3, W.8.1, W.8.4, W.8.9a, L.8.2a, and L.8.2b. Students will cite the strongest evidence from the novel as they write an argument essay in which they answer the following prompt: “Atticus says, ‘Simply because we were licked a hundred years before we started is no reason for us not to try to win’ (Chapter 9, page 76). Now that you have read the whole text, what do you think? Based on his character, does it make sense for Atticus to take a stand to defend Tom Robinson? Give evidence from the text to support your thinking, and be sure to take into account what people who disagree might say.” Students will have to weigh the evidence based on Atticus’s role as both a parent and community member. In order to meet the rigors of the eighth-grade demands for argument writing, students will be required to argue their claim and acknowledge and distinguish their claim from alternate or opposing claims.
Mid-Unit 3 Assessment	Readers Theater Scene Selection: Justification This assessment centers on NYSP12 ELA standards RL.8.1 and W.8.9a, and serves as a scaffold toward students’ Readers Theater script. For the Mid-Unit 3 Assessment, students will write a short justification of why they chose the scene they did and explain how their passage develops the main idea of the anchor quote.
End of Unit 3 Assessment	Readers Theater Commentary For the End of Unit 3 Assessment, students will write a commentary on how their individual script is a response to <i>To Kill a Mockingbird</i> and how it connects to and diverges from the novel. This assessment centers on RL.8.2, RL.8.3, and W.8.11. (Note that students are not formally assessed on their individual script itself, but only on their commentary.)