



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Assessment Overview



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Final Performance Task	Crafting a Powerful Story: Children’s Book to Retell an Episode from <i>Narrative Life of Frederick Douglass</i> (with author’s note) Students write and illustrate a children’s book based on an episode from Douglass’s life, selecting the episode from the excerpts of <i>Narrative of the Life of Frederick Douglass</i> they read closely in Unit 2. First they revisit <i>Frederick Douglass: The Last Day of Slavery</i> ¹ , which serves as the mentor text. After closely examining the model, students plan their children’s book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books. This task centers on NYSP12 ELA CCLS W.7.3, W.7.4, W.7.5, W.7.9, W.7.11, L.7.1, L.7.2, L.7.3, and L.7.6.
Mid-Unit 1 Assessment	Using Evidence to Support Analysis: “Frederick Douglass” (RI.7.1) This assessment centers on NYSP12 ELA CCLS RI.7.1. Students read a text about Douglass, then answer selected and constructed response questions in which they analyze the text and support their conclusions with evidence from the text.
End of Unit 1 Assessment	Reading Poetry: Analyzing Structure and Language in “We Wear the Mask” This assessment centers on NYSP12 ELA CCLS RL.7.4, RL.7.5, and L.7.5a. Students read “We Wear the Mask” and answer constructed and selected response questions about structure, figurative language, sound and form.

¹ This children’s book is integral to several lessons in this module, and is widely available in public and school libraries. However, by January 15, alternate lessons that use a free alternative children’s book will be available on EngageNY.org and at commoncoresuccess.elschools.org to accommodate schools/districts that are no able to secure a copy of *Frederick Douglass: The Last Day of Slavery*.



Mid-Unit 2 Assessment	Analyzing Storyteller’s Craft: Comparing Written and Oral Stories, and Analyzing Purpose and Craft in Douglass’s Narrative (Part 1: RL.7.1, RL.7.7; Part 2: RI.7.1, RI.7.4, RI.7.6, L.7.4a, b, L.7.5b, c). In Part 1, students reread a poem from Unit 1 (“Harriet Tubman”), and then watch that poem performed live. They analyze how a storyteller uses her body and voice to convey meaning. In Part 2, students read a new excerpt from <i>Narrative of the Life of Frederick Douglass</i> and answer constructed and selected response questions about the meaning of specific words, Douglass’s word choice and use of figurative language, and how this excerpt serves his overall purpose.
End of Unit 2 Assessment	Essay: Analyzing Douglass’s Position in the Narrative (W.7.2, W.7.4, W.7.9b, RI.7.1, RI.7.2, RI.7.6). Students write in response to this prompt: “In his <i>Narrative</i> , Fredrick Douglass explains that his purpose is to throw ‘light on the American slave system.’ Which aspects of slavery does his <i>Narrative</i> bring to light? How does his position differ from that of those who defended slavery? How does he use his story to support his position?”
Mid-Unit 3 Assessment	Part 1. Writer’s Roundtable Standards: SL.7.1b, c, d In preparation to write the first draft of their story, students create a planning guide and bring that work and several questions to a focused small group discussion at which each author presents his or her work and gets feedback on key questions such as: How well does my storyboard capture the significant events of the story? I’m thinking of “zooming in” on these moments—are they critical to the story? Which events should I illustrate? What might those illustrations convey? Is my thematic statement appropriate to the story? Students revise their work based on peer commentary. Part 2: Sentence Structure Quiz Standards: L.7.1a, b, c; L.7.2a Students complete a quiz about conventions.
End of Unit 3 Assessment	Second draft of Storyboards for the Children’s Book Standards: W.7.3, W.7.9, W.7.11 Students turn in the second draft of the children’s book, which is written on storyboards. The first draft has already been revised (during Lesson 8) based on peer feedback and self-assessment. Following the teacher’s feedback on their storyboards, students write the final drafts of their text on their illustrated pages for the final performance task.