



EXPEDITIONARY
LEARNING

Grade 6: Module 4: Assessment Overview



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Final Performance Task	<p>Scientific Poster and Hosted Gallery Walk</p> <p>This performance task gives students a chance to demonstrate the ideas and evidence from their position papers, in which they answered the question: “Do the benefits of DDT outweigh its harmful consequences?” Students will craft and share a scientific poster that serves as 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. Students then participate in a hosted Gallery Walk in which they present the scientific poster they have created. (Speaking and listening standards are not formally assessed in the performance task, as they were taught and assessed in Unit 2 of this module.) This hosted Gallery Walk is written with students’ peers as their intended audience; however, other interested members of the community could be invited as an extension. This task addresses NYSP12 ELA Standards RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6.</p>
Mid-Unit 1 Assessment	<p>Tracing and Evaluating an Argument: “Rachel Carson: Sounding the Alarm on Pollution” and the Video about DDT</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.8 and SL.6.3. In this assessment, students read a new article and watch a new video about the debate over the use of DDT. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.</p>
End of Unit 1 Assessment	<p>Fishbowl Discussion: DDT: Do the Benefits Outweigh the Harmful Consequences?</p> <p>This assessment centers on NYSP12 ELA CCLS SL.6.2 and SL.6.2a. In this assessment, students use the knowledge gained through the reading of the novel <i>Frightful’s Mountain</i> and multiple informational articles to inform their discussion around the question: “Do the benefits of DDT outweigh the consequences?” Students participate in a “Fishbowl” discussion, in which part of the students are active participants in the discussion, while the other half are observing and coaching a partner. Then these roles are switched. Students participating in the discussion are expected to advocate their position, ask questions of other students, and respond to questions posed to them. Students are also expected to refer to visual aids, such as charts and graphs, about the use of DDT as they persuasively advocate their position. The teacher will use an observation-based criteria checklist to assess students’ performance.</p>



Mid-Unit 2 Assessment	<p>Comparing and Contrasting Two Texts: Simulated Research</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.9, W.6.7, W.6.8, L.6.4b, L.6.4c, and L.6.4d.</p> <p>In this assessment, students read two unfamiliar articles about the use of DDT. Students collect basic bibliographic information about each article in a research notebook page (which is identical to the one they have been using in their own research), paraphrase the information and conclusions of each author, and reflect on whether these articles affect the focus of their inquiry. Students then compare and contrast the authors' presentations of similar ideas. Finally, students identify new vocabulary presented in these articles. They use context clues, affixes, and root words to make a preliminary determination of the meanings, and then verify their definitions using reference materials.</p>
End of Unit 2 Assessment	<p>Making a Claim: Where Do You Stand on the Use of DDT?</p> <p>This assessment centers on NYSP12 ELA CCLA RI.6.9a, W.1, W.9, SL.6.4, SL.6.5, and SL.6.6. In this assessment, students will present their claim and findings, outlining their position on the use of DDT. Using both information from their reading as well as multimedia components, such as charts and graphs, students are expected to advocate persuasively, sequence their ideas logically, and use pertinent facts and details to accentuate their main ideas.</p>
Mid-Unit 3 Assessment	<p>Draft of Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences?</p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.1, W.6.1, and W.6.9.</p> <p>For this mid-unit assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and evidence presented in their paper.</p>
End of Unit 3 Assessment	<p>Reflection on the Writing Process: Moving from Draft to Published Position Paper</p> <p>This assessment centers on NYSP12 ELA CCLS W.6.5, W.6.6, L.6.1e, and L.6.6.</p> <p>For this end of unit assessment, students revise their position paper based on teacher and peer feedback. They also revise based on focused revision mini lessons on the use of sixth-grade domain-specific and academic vocabulary as well as the use of standard English in writing. Students complete a reflection on the writing process, focusing specifically on how the steps of the process improve their writing.</p>