



EXPEDITIONARY  
LEARNING

# Grade 7: Module 1

## Assessment Overview



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Performance Task	<p><b>Research-Based Two-Voice Poem</b></p> <p>This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in <i>A Long Walk to Water</i> by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses NYSP12 ELA Standards RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.</p>
Mid-unit 1 Assessment	<p><b>Identifying Perspective and Using Evidence from A Long Walk to Water</b></p> <p>This assessment centers on standards NYS ELA CCLA RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in <i>A Long Walk to Water</i>. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character’s perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students’ writing. Most students will write their responses in the graphic organizer, in which case it may also be appropriate to assess students on W.7.9. However, if necessary, students may dictate their answers to an adult.</p>
End of unit 1 Assessment	<p><b>Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes</b></p> <p>This assessment centers on standard NYSP12 ELA CCLS RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?” This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.</p>



Mid-unit 2 Assessment	<p><b>Comparing “Water for Sudan” and A Long Walk to Water</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.9, and RI.7.1. For this assessment, students will analyze how the author of <i>A Long Walk to Water</i> uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.</p>
End of unit 2 Assessment	<p><b>Literary Analysis—Writing about the Theme of Survival</b></p> <p>This assessment has two parts. Students respond to the following prompt: “What factors made survival possible for Salva in <i>A Long Walk to Water</i>? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on NYSP12 ELA CCLS RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or 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 peer and teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.8.</p>
Mid-unit 3 Assessment	<p><b>Author’s Craft: Juxtaposition in A Long Walk to Water</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the novel and explain how the author of <i>A Long Walk to Water</i> develops and compares Salva’s and Nya’s point of view to convey her ideas about how people survive in South Sudan.</p>
End of unit 3 Assessment	<p><b>Using Strong Evidence</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from <i>A Long Walk to Water</i> and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.</p>