



EXPEDITIONARY  
LEARNING

# Grade 8: Module 1

## Assessments



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Final Performance Task	<p><b>Free Verse Narrative Poems “Inside Out” and “Back Again”</b></p> <p>For the final performance task of Module 1, students will draw upon their study of the universal refugee experience to write two research-based poems that reflect the “inside out” and “back again” aspect of a refugee experience. Students will collaborate in research teams to research the experiences of refugees of a specific culture. They then will draw upon the research, as well as their study of the novel and the informational texts, to write two poems. The first, an “inside out” poem, is based on the research conducted. The second, a more creative, “back again” poem, is aligned with students’ individual interpretation of informational text, as well as their own background knowledge and experiences. The students will have the opportunity to revise, edit, and share their two poems within the classroom and with other research teams for the final performance task, which centers on NYSP12 CCSS RI.8.1, RI.8.2, W.8.3a, b, d, W.8.4, W.8.4a, W.8.5, W.8.7, W.8.9, L.8.1, L.8.2, and L.8.6.</p>
Mid-unit 1 Assessment	<p><b>Getting to Know a Character: What Details in the Text Help Us Understand Ha?</b></p> <p>This assessment centers on standards NYSP12 ELA RL.8.1, RL.8.3, RL.8.4, W.8.9, and L.8.4a. Students will read the poem “Birthday Wishes” from the novel and answer selected-response questions to analyze the poem for the author’s word choice, tone, and meaning. Questions will include determining word meaning from context. Students then will write a paragraph in response to the following prompt: “Who is Ha? Based on this poem, “Birthday Wishes,” and one other poem you have read so far in the novel, describe Ha as a character: her traits, values, or beliefs. Write a paragraph in which you explain your current understanding of Ha, using specific evidence from the text of both poems to support your analysis.”</p>
End of unit 1 Assessment	<p><b>Examining How Word Choice Contributes to Meaning and Tone in Literary and Informational Text</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.8.1, RI.8.1, RL.8.4, RI.8.4, and W.8.9. For this reading and writing assessment, students will analyze how the tone of each text contributes to the overall meaning. Students will use their strongest evidence from the poem “Saigon Is Gone” from the novel and the audio text “Forgotten Ship: A Daring Rescue as Saigon Fell” to write two paragraphs in which they analyze each text in a paragraph. They will respond to the following prompt: “In this text, what is the message each author is intending to convey about the fall of Saigon? Explain how specific word choices help create a tone that contributes to the text’s meaning.”</p>



Mid-unit 2 Assessment	<b>Analyzing an Informational Text about a Refugee Experience</b> This assessment centers on NYSP12 ELA CCLS RI.8.1, RI.8.2, RI.8.3, RI.8.4, L.8.4a, and W.8.9. In this on-demand assessment, students will read an unfamiliar informational text about a refugee experience (a speech by Til Gurung, a refugee from Bhutan) and then answer a range of literal and inferential text-dependent questions. The assessment will provide questions in the form of selected-response items, a graphic organizer, and short constructed-response items. Students will cite the strongest text-based evidence to support their answers.
End of unit 2 Assessment	<b>Analysis Essay: Explain the Significance of the Novel’s Title and Its Relationship to Universal Refugee Experiences and Ha’s Character</b> This assessment centers on NYSP12 ELA CCLS RL.8.1, RL.8.3, RL.8.4, RL.8.6a, RL.8.11, W.8.2d, W.8.4, W.8.5, and W.8.9. For this writing assessment, students will explain aspects of Ha’s character. They will respond to this specific prompt: “Consider the meaning of the novel’s title, <i>Inside Out &amp; Back Again</i> . How does this title relate to the universal refugee experience of fleeing and finding home, and in what ways is Ha’s experience an example of this universal experience?” Students will choose the strongest evidence from the informational texts and the novel to construct an informational literary analysis essay.
Mid-unit 3 Assessment	<b>Best First Draft of “Inside Out” Poem</b> This assessment centers on NYSP12 ELA CCLS RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b. Students use their Research Guides, which outline the research collected through their research teams, and their “Inside Out” poem graphic organizer, which has specific question prompts aligned to the creation of an “inside out” poem, to write the best first draft their “inside out” poem.
End of unit 3 Assessment	<b>Best First Draft of “Back Again” Poem</b> This assessment centers on NYSP12 ELA CCLS RI.8.1, W.8.3a, b, d, W.8.7, W.8.9, and W.8.11b. Students draft their “back again” poem about their same fictional refugee moving to a new country, sharing the experiences that the refugee might feel in adapting and mourning while adjusting to his or her new home. As with their “inside out” poem, students use a graphic organizer to help them plan.