



EXPEDITIONARY  
LEARNING

# Grade 8: Module 3A: Assessment Overview



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Final Performance Task	<p><b>Narrative Writing: Becoming Visible after Internment Group Presentation and Reflection</b></p> <p>During Unit 3, students will research Miné Okubo's life after internment. They will write a narrative in which they tell the story of how Okubo went from resisting efforts to make her "invisible" during internment to how she became "visible" post-internment. Students will base their exploded moment narrative on the following writing prompt: "Writing from Miné Okubo's perspective, tell the story of one moment in her struggle to become visible after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo's life to write an original narrative. Answer the question, 'How did Okubo become visible after her life in the internment camp?' The narrative must end with the sentence, 'I was visible again.'" Then, for their final performance task, students will share their narrative in a small group setting with other students, and reflect upon the research-based story they have written. This performance task centers on NYSP12 ELA CCLS W.8.3, W.8.6, W.8.9b, L.8.1, L.8.1b, L.8.1c, L.8.2, L.8.2c, and L.8.3.</p>
Mid-unit 1 Assessment	<p><b>Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Attack</b></p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.1 and RI.8.9. Students will consider conflicting information regarding the attack on Pearl Harbor by closely studying the response to the attack by either FDR or the Japanese government (they will also have the opportunity to familiarize themselves with the opposing perspective during the lessons). They will further their study by analyzing how the information they have learned might affect an individual in a society. Students will collect this information on a graphic organizer that will be formally assessed as the mid-unit assessment. This assessment serves as a checkpoint for the End of Unit 1 Assessment, in which students will present their assigned perspective in a Fishbowl discussion (just as, in previous modules, the best independent draft of an essay is often used as a checkpoint for the final draft of the essay).</p>
End of unit 1 Assessment	<p><b>End of Unit 1 Assessment: Fishbowl Discussion: Comparing Conflicting Accounts of the Pearl Harbor Attack</b></p> <p>This assessment centers on standards NYSP 12 ELA CCLS RI.8.9 and SL.8.1a-e. Students will participate in a Fishbowl discussion that examines the Japanese and American responses to the attack on Pearl Harbor. The discussion will study the conflicting facts or interpretation of facts by both responses and will engage students to apply these conflicting responses as they reflect on the affect each might have on different individuals or groups. Students will set speaking goals for themselves as they participate in the Fishbowl discussion and will have the opportunity to self-reflect on those goals. In order to have a smaller group for the discussions, this assessment takes place across two days: in Lesson 12 (Part 1), half of the class discusses while the other half observes; in Lesson 13 (Part 2), the two groups switch roles. The specific discussion questions for Parts 1 and 2 differ; see Lessons 12 and 13 supporting materials for details.</p>



Mid-unit 2 Assessment	<b>Evaluating and Classifying Primary Sources</b> This assessment centers on NYSP12 ELA CCLS RI.8.7. Students will use various mediums to convey information about World War II, and further their analysis as they evaluate the advantages and disadvantages of using different media to convey information on a topic. Students will complete this analysis using a graphic organizer.
End of unit 2 Assessment	<b>End of Unit 2 Assessment: Informational Essay: The Invisibility of Captives during WWII</b> This assessment centers on NYSP12 ELA CCLS W.8.2, W.8.9, L.8.2c, and L.8.3. Students will write an informational essay in which they answer the prompt: During World War II, what were the efforts to make both Japanese-American internees and American POWs in Japan “invisible,” and how did each group resist? Use the strongest evidence from Unbroken, and selected other informational sources about Japanese-American internees.” This is a two-part assessment: Part 1 is students’ best independent draft, and Part 2 is their final revised draft.
Mid-unit 3 Assessment	<b>Single-Draft Narrative Writing</b> This assessment centers on NYSP12 ELA CCLS W.8.3, L.8.1, L.8.1b, L.8.1c, L.8.2, and L.8.3. Students will briefly research Miné Okubo’s life after internment and write a narrative in which they tell the story of how Okubo went from being made “invisible” during internment to becoming “visible” post-internment. Students will base their narrative on this writing prompt: “Writing from Miné Okubo’s perspective, tell the story of one episode in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative to answer the question, ‘How did Okubo become visible again after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’”
End of unit 3 Assessment	<b>Analysis of Language Techniques</b> This assessment centers on NYSP12 ELA CCLS L.8.1a, L.8.1d, and L.8.5. Students will answer multiple-choice questions and respond to short-answer questions as they determine the effectiveness of sample language techniques such as the functions and types of verbals, use the subjunctive and conditional mood in a sentence, and the meaning conveyed by using the active and passive voice.