



EXPEDITIONARY  
LEARNING

# Grade 8: Module 4: 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.



Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to share their best reading, writing, and thinking about the question: “Which of Michael Pollan’s food supply chains would best feed the United States?” Students will use a powerful excerpt of their position paper, visual components, and text features to create a poster that shows their claim as well as the evidence they used to support their claim. These posters will be displayed around the classroom, with students having the opportunity to do a Gallery Walk of one another’s work. This task addresses NYSP12 ELA Standards RI.8.1, W.8.1, W.8.9, and W.8.9b.</p>
Mid-Unit 1 Assessment	<p><b>Analyzing Author’s Purpose in Speech and Text</b></p> <p>This assessment centers on NYSP12 ELA CCLS L.8.4, L.8.4b, L.8.4c, L.8.4d, RI.8.6, and SL.8.2. There are two parts to this assessment. In Part 1, students analyze the speaker’s purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan’s purpose in a new excerpt of <i>The Omnivore’s Dilemma</i>. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoints. In both Parts 1 and 2 of the assessment, students record their thinking on graphic organizers.</p>
End of Unit 1 Assessment	<p><b>Evaluating Claims and Advocating Persuasively</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.8.8, RI.8.9a, W.8.9b, SL.8.2, and SL.8.3. There are two parts to this assessment. In Part 1, students evaluate the claims in a speech and a new excerpt of <i>The Omnivore’s Dilemma</i> for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers. In Part 2 of the assessment, students advocate persuasively to answer this question in a Fishbowl: Which of the four meals you were invited to choose from at the beginning of the unit would you choose to feed your family? Why? Students prepare notes using what they have learned about each of Michael Pollan’s food chains and the four meals so far to help them advocate persuasively and respond to a counterclaim made by another student as they advocate persuasively.</p>



Mid-Unit 2 Assessment	<b>Research Simulation</b> This assessment centers on NYSP12 ELA CCLS W.8.7 and W.8.8. In this assessment, students apply the research skills they have been learning throughout the unit to answer research questions about two new research texts. They paraphrase research, choose search terms, cite sources, and determine the credibility and accuracy of research sources.
End of Unit 2 Assessment	<b>Position Speech: Which of Michael Pollan's four food chains would best feed the United States?</b> This assessment centers on NYSP12 ELA CCLS SL.8.4, SL.8.5, and SL.8.6. Students present a position speech to answer the question: Which of Michael Pollan's four food chains would best feed the United States? They state a claim and provide two reasons for making that claim based on the consequences and affected stakeholders they have identified for each food chain throughout the unit. They select evidence to support their reasons, and they provide a counterclaim and respond to it.
Mid-Unit 3 Assessment	<b>Draft Position Paper: Which of Michael Pollan's four food chains would best feed the United States?</b> This assessment centers on NYSP12 ELA CCLS W.8.1, W.8.1a, W.8.1b, and W.8.1e. Students draft a position paper to answer the question: Which of Michael Pollan's four food chain would you choose to feed the United States? Their position paper should contain a claim, two reasons for making that claim, and evidence supporting each of the reasons. It should also include a counterclaim and a response to that counterclaim. Students use their position speech from the End of Unit 2 Assessment as a basis for their position paper.
End of Unit 3 Assessment	<b>Final Position Paper: Which of Michael Pollan's four food chains would you choose to feed the United States?</b> This assessment centers on NYSP12 ELA CCLS RI.8.1, W.8.1, W.8.1c, W.8.1d, and W.8.9. Students write a final draft of their position paper to answer the question: Which of Michael Pollan's four food chains would you choose to feed the United States?