



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A: Assessments Overview



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Final Performance Task	<p><b>Essay to Inform: “My Rule to Live By”</b></p> <p>After studying the “Rules to Live By” of Bud in <i>Bud, Not Buddy</i>, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “research teams” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p>
Mid-unit 1 Assessment	<p><b>Figurative Language and Word Choice in Bud, Not Buddy</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.6.4 and L.6.5. In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete constructed-response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.</p>
End of unit 1 Assessment	<p><b>Analyzing the Barack Obama Back-to-School Speech</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.6.2 and RI.6.5. In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.</p>



Mid-unit 2 Assessment	<p><b>Analyzing Poetry: Structure and Theme in Stanza 4 of “If” by Rudyard Kipling</b></p> <p>This assessment centers on standards NYSP 12 ELA CCLS RL.6.5, RL.6.7, RL.6.9 and L.6.5. Students will read a new stanza of “If” by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes or “rules” of the poem, and compare and contrast how a similar theme is communicated in the poem and <i>Bud, Not Buddy</i>.</p>
End of unit 2 Assessment	<p><b>How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay</b></p> <p>This is a two-part writing assessment. Part 1 centers on standards NYSP12 ELA CCLS RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9. Students submit their own best independent draft of an argument literary analysis essay in which they establish a claim about how Bud uses <i>Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar Out of Yourself</i> to survive or to thrive. They substantiate their claim using specific text-based evidence including relevant details and direct quotations from the novel. (Students will have worked in partnerships to study a model text, collect evidence, and plan the structure of their essay.) This draft will be assessed to gauge students’ individual understanding of the texts and skill in writing before they receive peer or teacher feedback. Part 2 adds standards L.6.1, L.6.2, and W.6.5: Students write a final draft, revised after peer and teacher feedback.</p>
Mid-unit 3 Assessment	<p><b>Discussion Skills, Summarizing Informational Text, and Choosing Best Evidence: Supporting a Claim in an Essay to Inform</b></p> <p>This is a two-part assessment that centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The purpose is for students to demonstrate their ability to summarize an informational article and choose evidence to support a claim. When appropriate, select students may demonstrate these skills without writing by presenting the summary verbally and highlighting their choice of evidence from the text. Over the course of two lessons (Lessons 3 and 4), students also participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1.</p>
End of unit 3 Assessment	<p><b>Draft of Essay to Inform: “My Rule to Live By”</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.6.3, RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9. Students write their best first draft of their essay to inform, “My Rule to Live By” (Students have worked in small “research teams” to research a topic and gather evidence. They have worked in partnerships to study a model text and plan the structure of their essay.) Because this is a writing assessment, students should write this first draft independently.</p>