

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR7 M1U1 MID	Graphic organizer and selected response	Identifying Perspective and Using Evidence from <u>Arzu</u>	- simple for a first assessment @ start of year	Graphic organizers the state gives are often confusing to kids	KEEP	
GR7 M1U1 END	selected response and short construct. response	Identifying Perspective and Using Evidence from Info. Text	→ use of info. text	very graphic	ELIMINATE	I would be happy to recreate a different assessment here; however, these texts I have removed from the modules. They are not appropriate for 7th grade. The students write enough short response and selected response to make up for what they miss in these two articles.
GR7 M1U2 MID	short construct. response extended response	Comparing "Water for Sudan" and <u>Arzu</u>	compare info text w/ fiction → Salva's reality	none	KEEP	
GR7 M1U2 END	"scaffolded" essay	literary Analysis	"scaffolded" - analyzes character of Salva	→ not always true scaffold or helpful to all kids → doesn't analyze all parts of lit!	ADAPT	I would really like to show students the joy of literature. Reading for more than characters.
GR7 M1U3 MID	selected response short constructed response	Justa-Position	→ creativity - student interest - draftile	→ can be confusing to SWD	KEEP	
Two-Voice piece ↳ GR7 M1U3 END	selected response short constructed response	Using Story Evidence	- citations - good way to integrate comparison of fiction + nonfiction in the same writing piece		KEEP	

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR7 M2U1 MID	<ul style="list-style-type: none"> <li>- short response</li> <li>- charts</li> <li>- MC</li> </ul>	<ul style="list-style-type: none"> <li>- main idea</li> <li>- close read</li> </ul>	<ul style="list-style-type: none"> <li>- kids can use readers notes and novel</li> </ul>	<ul style="list-style-type: none"> <li>- tedious</li> <li>- time-consuming</li> </ul>	KEEP	
GR7 M2U1 END	Persuasive Essay	Revise an Essay	<ul style="list-style-type: none"> <li>- practice for extended response</li> </ul>	<ul style="list-style-type: none"> <li>- improper format (in some places)</li> <li>- types</li> </ul>	KEEP	
GR7 M2U2 MID	<ul style="list-style-type: none"> <li>- multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing paragraphs 18 &amp; 19 (close-read)</li> </ul>	<ul style="list-style-type: none"> <li>- students access knowledge</li> <li>- good selection of MC questions</li> </ul>	<ul style="list-style-type: none"> <li>- need more MC in word and in overall year</li> </ul>	KEEP	
GR7 M2U2 END	<ul style="list-style-type: none"> <li>- short response</li> <li>- chart</li> <li>- one MC question</li> </ul>	Analyzing structure	<ul style="list-style-type: none"> <li>- consistent with current skill assessment</li> </ul>	<ul style="list-style-type: none"> <li>- if you miss one question, you miss the whole test</li> </ul>	KEEP	
GR7 M2U3 MID	<ul style="list-style-type: none"> <li>- short response</li> <li>- multiple choice</li> </ul>	<ul style="list-style-type: none"> <li>- Gathering Information</li> <li>- Main Idea</li> </ul>	<ul style="list-style-type: none"> <li>- short, can be done in one class and quick feedback</li> </ul>		KEEP	
GR7 M2U3 END	create a brochure	research & analyze information	<ul style="list-style-type: none"> <li>- allows for creativity</li> </ul>	<ul style="list-style-type: none"> <li>- doesn't let kids truly learn about works cited page</li> </ul>	KEEP	

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR7 M3U1 MID	- passage - gist notes - short response - multiple choice	- close reading - comprehension	- MC strategies - annotation before Exit - short response practice	- same at a time when A LOT of testing had been administered	KEEP	
GR7 M3U1 END	- short response	- analyzing poetry	- kids learn about structure of poetry	NONE	KEEP	
(Part I) GR7 M3U2 MID	- poem - video - analyze performance - short response Part I - Analysis Essay Position of FD Part II Position of FD vs his audience	- analyze point of view  produce clear and coherent writing  discussion roundtable sentence structure	- use of media and differentiation  clarity and organization  gets kids involved "workshop" environment	2-parts = very time-consuming students get tired, give things, get bored  teaches rubric as a whole AT ONCE  no student choice	KEEP	(Part II) Analyzing Purpos - Students read an excerpt from narrative and answer short resp. MC questions
GR7 M3U2 END					KEEP	
GR7 M3U3 MID	Fishbowl writers workshop	reflection <u>NLFD</u> recreation	→ metacognition → knowledge of text		KEEP	
GR7 M3U3 END	self-assessment final draft of children's book				KEEP	

quest /

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR7 M4U1 MID	Watch a video	Analyzing Main Idea	- consistent w/ materials students have been studying	- tedious and repetitive	KEEP	
GR7 M4U1 END	Read an article	Main Idea - MC - Supporting Detail	- article interesting - MC questions w/ framing	- tedious and repetitive	KEEP	
GR7 M4U2 MID	Text and video	Tracing and evaluating arguments	- adds relevancy w/ comparing text and help w/ supporting evidence	- tedious and repetitive	KEEP	- even though the skills are building, the assessments are very much alike each time in both content and format
GR7 M4U2 END	Fishbowl CONVO (PT I) Presentation (PT II)	debate (defend a claim) Claim frame Lit	- persuasion and argument oral - hones SKILLS	→ rules of engagement → kids hate it	KEEP! KEEP!	
GR7 M4U3 MID	1st draft of a position paper	research on "screen time"	high interest content	time consuming	KEEP! ;)	
GR7 M4U3 END	Final draft of position paper (EDIT & REUSE)	research on "screen time"	high interest content	time consuming & difficult to keep student interest	KEEP	