

(not in count for reporting) Q4th

Module Assessment	Description of Task	Purpose	Strengths of Current Assessment	Weaknesses of Current Assessment	Decision - keep as is, eliminate, adapt	Comments/Notes
GR8 M1U1 MID	Write a multi-paragraph response; choose and explain one paragraph; analyze relationship between paragraph and girl's development	Connects to End-of-unit Assessment	Works on ability to discuss how structural choice develop characters		Keep	
GR8 M1U1 END	Multi-paragraph response of reading/analysis; demonstrate knowledge of character development throughout the text	Demonstrates knowledge of character development throughout the text	- covers entire text - discusses structural choice	- each paragraph needs to be addressed	Adapt	- select certain paragraphs to focus on instead of all within the response.
GR8 M1U2 MID	Multi-paragraph essay: what is the impact of Zerk's specific word choices on the meaning and tone of his letter?	Focuses on structural choice of author	- looks at structural choice - discusses tone	- doesn't spectrally connect to end-of-unit assessment	Eliminate	- The end-of-unit assessment will cover both texts in the unit instead
GR8 M1U2 END	Multi-paragraph essay: identify 3 major central ideas in letters; and black screen	Identifies central ideas of both texts and how developed	- uses both texts in unit and concepts discussed		Keep	
GR8 M1U3 MID	How do Zerk and Mitchell develop those ideas? Multi-paragraph response: How does Shakespeare's characterization of the characters of Juliet Romeo and Tybalt refine a central idea in the play? Multi-paragraph response: select	Looks at central idea with character development	- brings in concepts from previous units to combine into this unit		Keep	- This assessment begins to bring in concepts from previous unit assessments to the final unit in the module.
GR8 M1U3 END	How does Shakespeare develop this character as a tragic hero (ine)?	Character development of one character from beginning to end of text	- character development - one character focus	- no mention of tragic hero/heroine during unit assessment	Keep Adapt?	- Keep character development portion; more emphasis on tragic hero concept earlier in unit

Remove or adjust.
How does Shakespeare develop this character as a tragic hero (ine)?

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GR9 M2U1 MID	Identify central idea in "Fell-Itle Heart" and discuss how point of view and structural choices contribute to the development of the central idea.	Connects to end-of-unit assessment	- looks at central idea - structural choices		Keep	
GR9 M2U1 END	Essay: Identify a central idea shared by both texts and make a claim about how Poe and Emerson develop and refine this idea.	- Preps for End-of-unit Assessment - Creating claims practice	- makes claim - focuses on first half of drama - structural choices used		Keep	
GR9 M2U2 MID	Develop a 3-point claim for: What relationship do poets establish between poetry and Dequias's drama as a whole?	- Looks at drama as a whole - Sophocles develops the conflict between his characters?	- central idea development written - Edit/refine response		Keep	
GR9 M2U2 END	Essay: How does Sophocles develop the conflict between his characters?	- Prep for End-of-unit Assessment - Creating claims practice	- central idea development written - Edit/refine response		Keep	
GR9 M2U3 MID	Connections between central ideas in text. Peer reviewed to edit response.	Connects to end-of-unit assessment	- looks at multiple texts with central ideas		Keep	
GR9 M2U3 END	2 Part: Apply standards to	Multiple texts at once to identify where central ideas are articulated and analyze the development of those ideas. Students will use a fishbowl method of discussion and engage in a critical dialogue about texts.	- student collaboration - works on speaking		Keep	

- Have students focus on one (quit or innocence) for their response

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GR9/M3U1 MID 9 End	Essay: How does Germain develop/refine a central idea in the text?	- Ties into research paper topics	- looks at central idea development		Keep	
GR9/M3U1/2 9 END	Write an evidence based perspective on the research outcomes from the unit	- self reflect on research	- looks at research outcomes	- This concept is discussed throughout the research process for students	Eliminate	- By eliminating this assessment, students will have additional time for the research process. - It is discussed in class lessons already.
GR9/M3U2/3 9 End MID	Write final draft of research paper	- End module with final product of research	- Demonstrates product of research and writing process		Keep	
GR9/M3U2 END 9						
GR9/M3U3 MID 9						
GR9/M3U3 END 9						

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GR8 M4U1 MID	Complete Argument Outline Tool; who bears the most responsibility for ensuring that clothes are ethically manufactured?	Supports end-of-unit Assessment	-looks at synthesizing across multiple texts -claims / counter-claims		Keep	
GR8 M4U1 END	Essay: who bears the most responsibility for ensuring that goods are ethically produced?	- looks at primary text and supplements to develop claim to counterclaim	- looks at multiple texts to develop claim to counterclaim for argument		Keep	
GR8 M4U2 MID						
GR8 M4U2 END						
GR8 M4U3 MID						
GR8 M4U3 END						