



EXPEDITIONARY
LEARNING

Grade 6: Module 3B: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

Final Performance Task	Informational Consumer Guide: What Do People Need to Know about Overfishing and Fish Depletion When Buying Fish? In this performance task, students have an opportunity to apply what they have learned about fish depletion and the issue of overfishing to create an informational consumer guide to be handed out in grocery stores about buying sustainably caught fish. They research overfishing, sustainable fishing methods, specific case studies of fish having their numbers depleted, and suggestions for ways to buy fish caught using sustainable fishing methods. They then compile all this information in an eye-catching guide that consumers will want to pick up when they are at the fish counter in a grocery store. This task addresses NYSP12 ELA CCLS W.6.2, W.6.6 (optional), W.6.7, L.6.2, L.6.2a, L.6.2b, L.6.3, L.6.3a, and L.6.3b.
Mid-Unit 1 Assessment	Analyzing Idea Development in Chapter 3 of <i>World without Fish</i> This assessment centers on NYSP12 ELA CCLS RI.6.2, RI.6.3, and RI.6.4. For this assessment, students read a new excerpt of <i>World without Fish</i> and use a graphic organizer to analyze how the author continues to illustrate and elaborate on the idea of fish depletion in the excerpt. They also answer selected response questions about word and phrase meaning.
End of Unit 1 Assessment	Analyzing Author's Point of View and How it is Conveyed in Chapter 5 of <i>World without Fish</i> This assessment centers on NYSP12 ELA CCLS RI.6.6. Students read a new excerpt from <i>World without Fish</i> and complete a graphic organizer requiring them to make a claim about Mark Kurlansky's point of view of the codfish situation in the Grand Banks, use evidence from the text to support their claim, and analyze how the author conveys his point of view.



Mid-Unit 2 Assessment	Analyzing Point of View and Plot Development in <i>Flush</i> This assessment centers on NYSP12 ELA CCLS RL.6.4, RL.6.5, RL.6.6, and L.6.4a. For this assessment, students read a new excerpt of <i>Flush</i> and use a graphic organizer to analyze how the author develops the narrator’s point of view. They also answer selected response questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt.
End of Unit 2 Assessment	Finding Evidence of Carl Hiaasen’s Perspective in <i>Flush</i> and Illustrating Plot This assessment centers on NYSP12 ELA CCLS RL.6.6a, W.6.11, W.6.11a, W.6.11b, and W.6.11c. Students read an excerpt from <i>Flush</i> and fill out a graphic organizer to analyze the evidence of Carl Hiaasen’s perspective of Florida in the excerpt, and then use their thinking to write an on-demand response to the questions: “How has being born and raised in Florida affected Carl Hiaasen’s perspective of the place and where is the evidence of this perspective in the excerpt you have read today of the novel <i>Flush</i> ? How does the evidence you have selected show evidence of his perspective?” Students also sketch and label or write about a scene from <i>Flush</i> , explaining how it shows evidence of Carl Hiaasen’s perspective.
Mid-Unit 3 Assessment	Part 1: Researching Information about How to Buy Fish Caught Using Sustainable Methods This assessment centers on NYSP12 ELA CCLS W.6.7. There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: How can we buy fish caught using sustainable methods? They record the information they find on a graphic organizer. Part 2: Explaining How New Information Connects to the Topic This assessment centers on NYSP12 ELA CCLS SL.6.2. In Part 2, students explain orally how the resources they have looked at contribute to the topic of overfishing and fish depletion.
End of Unit 3 Assessment	Draft of Written Content of Informative Consumer Guide: What You Need to Know When Buying Fish This assessment centers on NYSP12 ELA CCLS RI.6.7, W.6.2a–f, W.6.4a, and W.6.9. Students write a first draft of their informative consumer guide to answer the question: What does a consumer need to know when buying fish? They select factual information from research that is most compelling and include all of the features of an informative guide that they have identified from authentic consumer guides.