Assessment of Literacy and Engagement

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February 2012

Since the key focus of this unit is designed to address literacy strategies and the level of engagement students have with the literature, a primary form of assessment would focus on active reading strategies. Mark Forget outlines effective reading strategies, provides templates, and models effective implementation in his book *MAX Teaching with Reading and Writing: Classroom Activities for Helping Students Learn New Subject Matter while Acquiring Literary Skills*. The idea that reading needs to be a cognitive process that is modeled through teacher behavior is reinforced through the implementation of tools like Anticipation Guides, Previewing Strategies, Cornell Notes, Graphic Organizers for predictions, summaries, and prior knowledge. These formative assessments and best practices shared by Marzano’s philosophy provide a foundation for formative assessment that will guide instruction and help discover deeper connections through the level of engagement with the text. Further resources are available through MAX strategies and Marzano’s that would aid in pre-reading, reading, and re-reading.

Formative Assessment would help guide instruction by assessing the level of engagement the student have with the text. Collin’s Writing strategies would help strengthen the connections that students are making on the initial basis to provide a safe environment where ideas can be shared and expanded through discussion. The collaborative effort needed to answer abstract questions regarding relationships within the literature would ultimately shape the ideas that would be assessed on a summative evaluation.

Summative evaluation would be a large scale assessment that could appear in multiple forms. Based on the requirements of standards, large-scale assessments would appear in written essays, argumentative and expository, oral presentations where visual literacy is also assessed, various forms of print media as an expression of form and purpose, as well as comprehensive exams. All assessments offer a wide array of the application of Bloom’s taxonomy with prevalence towards higher order thinking. The cumulative project would offer comparison through multiple genres as a final examination of the relationship between place and literature. The components of each being reviewed, analyzed, and evaluated. Synthesis would allow for creative drama in the course by providing an avenue to create a new product from the ideas and connections made throughout the unit.