**Additional Ideas for Authentic Assessment**

 Authentic assessment asks students to apply their skills and knowledge in meaningful ways. In this unit, we chose to use rubrics, exit slips, and a student self-evaluation. In each of these cases, students were required to synthesize the information they encountered throughout the unit and demonstrate their knowledge and comprehension of the curriculum.
Other types of authentic assessment could be used to evaluate comprehension of students during this unit. For example, students could create portfolios comprised of a selection of their work throughout the unit, including written summaries of artifacts, self and group evaluations, and research notes. Students could also complete open-ended or extended response exercises, questions, or other prompts that require students to explore early Mesopotamia orally or in writing. Students could also complete a performance task, such as putting on a play about ancient Mesopotamia, creating a poster, or creating a model of an aspect of Mesopotamian civilization. Whatever type of assessment is selected, in order to remain authentic, the assessment should be an integral part of the teaching process and the learning expectations and criteria for assessment should be matched to the valued outcomes and to the task.