**Unit Plan Assessments**

*While there are a wide range of assessments throughout the Unit Plan, below are three specific assessments that are each different in the way they are structured- Project, Short Answer, and Multiple Choice.*

1. **Final Project**

The final project requires students to pull together everything we covered throughout the unit including the authors and their works, figurative language, the different uses of literary devices, and the overall themes and ideas of the Romantic Era of literature and connect with a current group or reform. This acts as the ultimate assessment for students by testing how deep their understanding of the Romantic Era and of what motivated the authors of that period by pulling all that was covered in the unit and relating it to something completely different yet relevant to the ideas that romantic literature was based on. Below are document links to the description of the project as well as to the rubric.

[**Unit Final Project**](file://localhost/Users/karabuchanan/Documents/SEC%20Unit%20Post%20Test%20.doc)

[**Rubric**](file://localhost/Users/karabuchanan/Documents/SEC%20300%20Unit%20Plan-Post%20Test%20Rubric.docx)

1. **Short Answer**

The short answer assessment in this unit is incorporated into the Task Analysis that I Incorporated into the “American Gothic” portion of the unit to connect the ideas covered in my SmartBoard lesson on symbolism in Edgar Allen Poe’s writing. The Task Analysis portion shows students how Poe uses imagery and descriptive language to create a tone in his writing. In the short answer question below students are assessed on their ability to analyze the language in The Fall of the House of Usher and use it to find meaning within the images he creates in his writing as well as assessing students understanding of terms such as mood, tone, imagery, and climax. These short answer questions have been pulled from the test questions provided in the Task Analysis portion of the Unit and is accompanied by an answer key. Students’ answers will be graded based on the relevance of their answers as well as the amount of support they provide for their explanation and their knowledge of key terms.

[**Short Answer Assessment**](file://localhost/Users/karabuchanan/Documents/SEC%20Assessments-%20Short%20Answer.docx)

1. **Multiple Choice**

The multiple-choice assessment that is incorporated into the Unit is conducted in a partner exercise during the Concept Lesson Plan: Content Attainment. The assessment is graded based on participation in the activity rather than on whether or not each student chose the correct answer. During this activity partners explore the different types of meters that is used in the rhythm of poetry. While one student claps out a type of meter, the other student has to guess which type of meter his/her partner is clapping based. While this multiple-choice assessment may not be structured as the more common multiple choice assessments, it does require students to choose an answer based on their knowledge of the different types of meters in poetry, however the assessment does so in an interactive way. There is no document link for this assessment; however, it can be found in the Concept Lesson of the Unit.