

Summary of Assessment

In alignment with the class objectives, students will be assessed on the following four points:

- Comprehension of the text (*To Kill a Mockingbird*)
- Comprehension and application of the “big ideas” (prejudice) of the text
- Skills of writing, in particular the ability to adapt writing to different forms (formal, informal, analytical, creative, etc.)
- Skills of literary analysis

To a lesser extent, students’ team-work, technology fluency, and creativity will be assessed.

Entry-Level	Formative	Summative	
Brainstorming			
	Prejudice Mural and Artist Statement		
	Comprehension Quizzes		
	Analysis Quizzes		
	Quick Writes		
	Class Discussions		
		Media Project: Reporting the Tom Robinson trial	
	Graphic Organizers		
		MLA Thesis Essay	
		Personal Reflection	

Entry-Level Assessment

Brainstorming

As a class, teachers and students will brainstorm on the theme of prejudice using a semantic map. This activates prior knowledge and allows the teacher insights into students’ experiences and assumptions. An informal assessment.

Mural and Artist Statement

Students will put together a mural using pictures (gathered primarily from the Internet) and complete a 1-paragraph artist statement, explaining the overall theme of the work and why they chose the pictures. This assesses knowledge of “big ideas” and writing skills, as well as creativity and technology fluency.

Formative Assessment

Quizzes—Comprehension

Every few chapters, students will be given a basic comprehension quiz on important plot points and characters. (See below for an example.) Study guides may be provided, if necessary.

These quizzes will be distributed throughout the reading period and will be the primary method of assessing for comprehension of the text.

Quizzes—Analysis

Midway through the reading, after the students have had a chance to watch the teacher analyze the text and practice for themselves, students will be quizzed on analysis of the text. They will be given key quotes from the text and asked to write a short paragraph explaining the meaning. This primarily assesses analysis skills, but also writing.

Quick Writes

At the end of class, students will be asked to respond to a prompt and write at least one long paragraph in their journals or blogs. The prompt will relate to the ideas presented in the text and may ask students to write in a variety of ways. This assesses comprehension of the “big ideas” of the text and writing ability.

Discussions

Students will participate in class and small group discussions about key points in the novel. This assesses comprehension of text, “big ideas,” analytical skills, and group cooperation. This is an informal assessment.

Media Project

Students will create a video reporting on the Tom Robinson trial. (See page for more information.) This assesses comprehension of a key plot point in the text, “big ideas,” and writing ability (since students will present a script.) It also assesses technological skills, team work, and creativity.

QEJ Graphic Organizer

As students transition from reading the book to writing an essay, they will complete 6 QEJ graphic organizers analyzing quotes. (See page for more details.) This assesses comprehension and application of the “big ideas” of the text and skills of analysis, as well as the ability to participate in groups.

Summative Assessment

MLA Thesis Essay

The major project in the unit, this formal paper assesses comprehension of text, application of “big ideas,” skills at writing, and skills of analysis. (See rubric for more details.)

Personal Reflection

Students write a one-page personal reflection or use a creative medium of their choice (poetry, drawing, etc.) to sum up their experience with the novel and their newly-formed ideas on prejudice. Assesses primarily for application of the “big ideas,” but may also assess writing skills and/or creativity.