**Assessments  
Mitchell Whaley, SEC 300  
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**Pre-Assessment:** The only assessment that will be used to gauge the student’s knowledge prior to starting this unit would be to ask students their experience with reading plays. I would ask broad questions that would give me an idea of students’ comfort levels in reading Shakespeare and studying Historical texts.  
  
**Post-Assessment:** I would look at the students’ performance on the activities and assignments done throughout the week. If students performed well on their assignments and in their projects, I would have no hesitation in using the sample of questions provided in this document along with other similar assessments to test their comprehension of the materials covered.

**Sample Test Questions**

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| *Addressing: Plot & Theme* |
| 1. At the opening of the play, what are the plebeians celebrating?  Caesar's marriage to Calpurnia   1. Octavius' victory over Brutus 2. Caesar becoming King 3. Caesar's victory over Pompey   2. Complete the line from the soothsayer.  Beware the Ides of \_\_\_\_\_\_\_\_\_\_. \*\*MARCH\*\*  3. How is loyalty portrayed in *Julius Caesar*? Please provide a brief description of its presence in the play while specifically addressing Antony, Brutus and Cassius in relation to Caesar. The student should mention all three characters and compare them to Caesar. The student should reference the text. |
| *Addressing: Symbolism* |
| 1. Sketch an image of what you perceive to be a symbolic picture that adequately portrays Brutus’ soliloquy. Include two specific details that support your claim. The student should provide an illustration and two written details.  2. Briefly discuss how blood can be perceived as symbolic in *Julius Caesar.* The student should make a clear argument for their opinion on how blood plays a role in symbolic reference.  3. Make a list of possible symbols in the text (at least 4). The student should list at least four items/ideas. |

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| Test Questions for Each Level of Bloom’s Taxonomy |
| Knowledge |
| *Test Question:* What is the name of Julius Caesar's wife?   1. Portia 2. Calpurnia 3. Edith 4. Calliope   *Project/Activity:* Make a list of possible examples of symbolism in the text. The student should list at least four items/ideas. |
| Comprehension |
| *Test Question:* Despite the name of the play is *Julius Caesar*, who do you believe to be the main character? Describe why they play the biggest role. The student should make a clear statement and elaborate.  *Project/Activity:* Draw a picture of what you perceive to be a symbolic reference from *Julius Caesar*. Include specific details that support your claim. The student should provide an illustration and two written details. |
| Evaluation |
| *Test Question:* Do you agree with Brutus’ decision to set out to kill Caesar? Defend your argument with examples from the text. The student should make a decision and support it.  *Project/Activity:* Write a letter to Caesar suggesting 5 new rules that you believe he could use to make Rome a better place. The letter should be well organized and contain five suggestions in complete sentences. |
| Creating |
| *Test Question:* What do you think would happen if Brutus were in charge instead of Caesar? Briefly discuss how Rome would benefit or suffer from this. The student should make a clear statement and support it.  *Project/Activity:* Create a cover for a hypothetical magazine that announces the death of Caesar to the Roman public. See Rubric Below |
| Application |
| *Test Question:* Describe a point in the play where Shakespeare uses foreshadowing. The student should reference at least one plot point and explain their reasoning in choosing it.  *Project/Activity:* If given the opportunity, provide 3 thought-provoking questions that you would address a character with. Explain why you would ask these to this character. The student should provide three questions and rationale for asking them. |
| Analysis |
| *Test Question:* If the assassination of Caesar had not been a success, what might have the end of the play been like? The student should make clear statements and support their response with their own reasoning.  *Project/Activity:* Write a report chronicling the History of Rome preceding Caesar’s death. See Rubric Below |

**RUBRICS  
Making A Poster : Draw symbolic images from the reading and explain their relevance to the play.**

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| CATEGORY | 4 | 3 | 2 | 1 |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Graphics - Relevance | All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. | All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation. | All graphics relate to the topic. Most borrowed graphics have a source citation. | Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. |
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| Content - Accuracy | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |

**Research Report : Write a report chronicling the History of Rome preceding Caesar’s death.**

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| CATEGORY | 4 | 3 | 2 | 1 |
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Amount of Information | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| Mechanics | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |