**Evaluation Strategy**

As with the majority of larger assignments, I will be formatively assessing the students periodically throughout the unit. The way that this unit is built, Common Core and I have clear determiners at various levels. I have taught a unit similar to this and it is evident whether they are understanding or not. The nice thing about this unit is that if a student does not understand, they cannot fake it. Sometimes there are units in which a student can fake enough understanding that when a teacher tries to complete a formative assessment, they might think the student understands the task.

One of the first formative assessments I complete with the student is a conference. After about two weeks of talking about the assessment and teaching them the required manner of answering, I have them attempt to complete a SOAPSTone in class and then meet with me during class. I sit with them and talk about their answers questioning why they provided the answers they provided. If they are comfortable with their answers, and their answers are correct, I mark, and know that they are ready to move on. If they have correct answers and are unable to explain to me why they provided them, I might ensure that they completed them independently. If they do not understand the process at this point, I can individually work with them to help them comprehend.

I will also be assessing the students summatively at various steps of the process. Once the majority of students understand the process, I will begin collecting the articles weekly and grading the students comprehension of SOAPSTone.

After the students show comprehension of SOAPSTone, I will begin requiring them to answer larger comprehension questions that deal more with the material of the text. This will help me transition them to the writing portion of the unit.

When the students are ready, I will then begin to require much more writing from their articles. This writing will then become more independent and will have a research component to it. This research component will be of their own choosing and will show me whether they truly understand what it means to make certain decisions about writing from the author’s standpoint. To evaluate this step, I will require them to turn in specific types of writing. They will answer some of the same questions from their reading with their own writing. This will give them a more dynamic understanding of how aware an author needs to be when they are writing something.

Towards the end of the unit, the students should be able to read and understand informational text not just at the surface level, but at the evaluative level. They need to know why people choose to write what they write. They will then use this knowledge to develop a Rogerian argumentative paper which include both points and counterpoints to show they understand both sides to a topic and how they are approached differently.