**Praxis Paper**

 The escape room activity acts as an informal formative assessment for students. In my lesson, I have used it to assess the students’ prior knowledge of literary devices before beginning our unit; however, it may also be used to review literary devices at the end of or in the midst of a unit. In the article “Designing Assessments: A Multiliteracies Approach,” Gloria E. Jacobs lists skills that can be effectively assessed by multiliteracy assessments, among which are problem solving skills and knowledge-based skills (Jacobs 624). The escape room successfully assesses both of these skills, as the students are both using clues to solve a problem (the topic of the unit) and test their knowledge. Student will have to use problem solving techniques to understand what the tasks are asking of them, including looking up the definition and examples if they are unfamiliar with the literary device. Jacobs explains that using multiliteracies involves “a rethinking of what constitutes literacy and the role of literacy in everyday life” (Jacobs 626). Literacy does not have to be taught using only direct instruction and writing activities. My pedagogical resource uses a multiliteracy approach that combines tactile and visual learning, as well as writing, to apply student knowledge. Tasks 1,2, and 4 involve images. The students must view and write about the images provided. Tasks 3, 5, and 6 involve physically arranging the material. The activity turns literacy into a game, where they are not only learning about literary devices, but are having fun in the process.

**References**

Jacobs, Gloria E. “Designing Assessments: A Multiliteracies Approach.” Journal of Adolescent

& Adult Literacy, vol. 56, no. 8, 2013, pp. 623–626.