

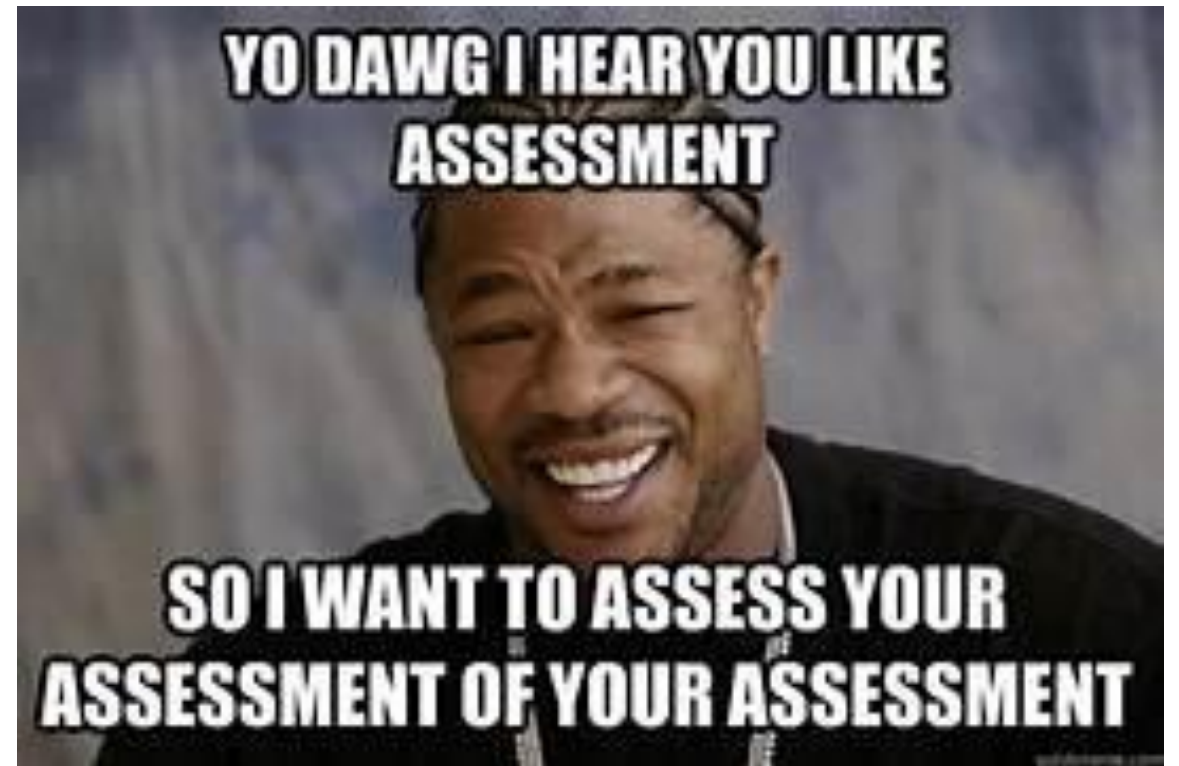
# ASSESSMENT PLAN

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ECS 401: CRITICAL PERSPECTIVES OF ASSESSMENT



# MY PERSONAL GOAL

My personal goal for this assessment plan was to create a better assessment outline and have better planning skills as right now I don't have good planning skills and so hopefully this helps me

\*I am currently not in my placement, but I am tutoring so I took my last 8-week session and did my assessment plan based on that.

# PREP

FOR MY PERSONAL LEARNING GOAL THIS SEMESTER I WANTED TO BE MORE ORGANIZED AND HAVE A BETTER PLAN FOR THE 8 WEEKS I WAS WITH THIS STUDENT. SO, FOR THIS SESSION, I WAS ABLE TO GET A QUICK AND BASIC LESSON PLAN DONE AHEAD OF TIME WHICH I UTILIZED THROUGHOUT THE ENTIRE 8-WEEK PROGRAM (BUT I AM ONLY SHOWING ABOUT 8 OF MY LESSONS SINCE IF I DID ALL 16 THAT WOULD BE A LOT). I'M PUTTING THESE LESSON PLANS IN BEFORE MY ACTUAL LESSONS SO YOU CAN SEE THE PLANNING THAT WENT INTO THEM, AS WELL AS THIS BEING PART OF MY LEARNING GOAL AS I WANTED TO CREATE BETTER ASSESSMENT OUTLINES AND SINCE I'M NOT GRADING THIS TERM WITH MY TUTORING (I DON'T GIVE GRADES DURING MY TUTORING AS THE GOAL IS TO HELP THEM REACH A PERSONAL GOAL) SO MY ASSESSMENT WILL BE IF WE ARE WORKING TOWARDS THE GOAL THEY WANTED TO REACH.

THE GOAL FOR THIS STUDENT WAS TO HAVE BETTER READING FLUENCY AND BE ABLE TO PROPERLY USE LITERARY DEVICES WHEN WORKING THROUGH THEIR ENGLISH CLASS.

# LESSON PLANS

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WE WORKED THROUGH THE ENGLISH 20 OUTCOME CR20.4 AND WORKED ON INDICATORS J, I, F, D, AND C.

## Week 1

- INTRODUCTION TO THE IMPORTANCE OF READING LITERACY AND LITERARY DEVICES.
- ASSESSMENT OF THE STUDENT'S CURRENT UNDERSTANDING AND SKILL LEVEL.
- OVERVIEW OF COMMON LITERARY DEVICES (E.G., SIMILE, METAPHOR, IMAGERY, SYMBOLISM).
- PRACTICE IDENTIFYING LITERARY DEVICES IN SHORT EXCERPTS OR PASSAGES.
- INTRODUCTION TO CLOSE READING TECHNIQUES.
- READ A SHORT STORY OR POEM AND IDENTIFY AT LEAST THREE LITERARY DEVICES PRESENT.

## Week 2

- REVIEW OF ASSIGNED READING AND DISCUSSION OF IDENTIFIED LITERARY DEVICES.
- INTRODUCTION TO ANALYZING THE IMPACT OF LITERARY DEVICES ON MEANING AND TONE.
- PRACTICE CLOSE READING TECHNIQUES ON A NEW SHORT STORY OR POEM.
- DISCUSSION AND ANALYSIS OF THE ASSIGNED READING.
- PRACTICE IDENTIFYING AND EXPLAINING THE FUNCTION OF LITERARY DEVICES.
- ASSIGNMENT: ANALYZE A POEM OR SHORT STORY INDEPENDENTLY, FOCUSING ON IDENTIFYING AND INTERPRETING LITERARY DEVICES.

## Week 3

- REVIEW AND DISCUSSION OF THE STUDENT'S ANALYSIS FROM THE PREVIOUS ASSIGNMENT.
- INTRODUCTION TO MORE ADVANCED LITERARY DEVICES (E.G., IRONY, FORESHADOWING, ALLUSION).
- PRACTICE IDENTIFYING THESE ADVANCED DEVICES IN SHORT PASSAGES.
- APPLICATION OF ADVANCED LITERARY DEVICES IN A NEW READING SELECTION.
- ANALYSIS AND DISCUSSION OF THE IMPACT OF ADVANCED DEVICES ON MEANING AND INTERPRETATION.
- ASSIGNMENT: ANALYZE A POEM OR SHORT STORY INDEPENDENTLY, FOCUSING ON IDENTIFYING AND INTERPRETING ADVANCED LITERARY DEVICES.

## Week 4

- REVIEW AND DISCUSSION OF THE ASSIGNED READING, FOCUSING ON ADVANCED LITERARY DEVICES.
- PRACTICE IDENTIFYING AND EXPLAINING THE FUNCTION OF ADVANCED DEVICES.
- INTRODUCTION TO THEMATIC ANALYSIS AND ITS CONNECTION TO LITERARY DEVICES.
- APPLICATION OF THEMATIC ANALYSIS TO A NEW READING SELECTION.
- DISCUSSION OF HOW LITERARY DEVICES CONTRIBUTE TO THE DEVELOPMENT OF THEMES.
- ASSIGNMENT: ANALYZE A POEM OR SHORT STORY INDEPENDENTLY, FOCUSING ON IDENTIFYING LITERARY DEVICES AND EXPLORING THEIR CONTRIBUTION TO THE THEME.

# LESSON 1

WE STARTED THE SESSION WITH INTRODUCTIONS AND A LITTLE BIT OF GETTING TO KNOW EACH OTHER. AFTER THAT WE TALKED ABOUT THE IMPORTANCE OF LITERARY DEVICES AND LITERACY DEVICES IN READING, AS WELL AS GOING OVER SOME COMMON DEVICES USED WITH THIS WORKSHEET

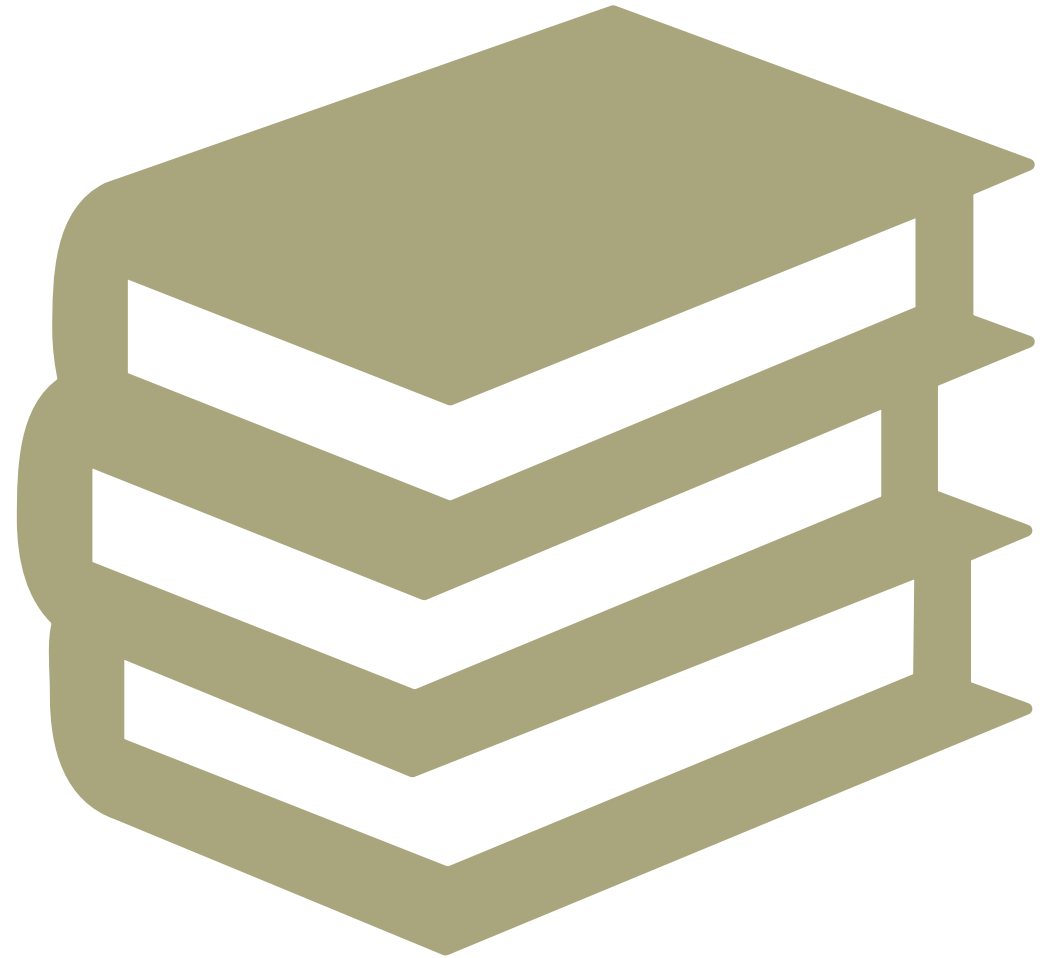


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AFTER THAT WE DID SOME READING OF A POEM TO SEE WHERE THEIR READING FLUENCY IS AT AND TO SEE HOW MUCH THEY UNDERSTAND FROM A FIRST GLANCE AT READING THE POEM. THE POEM I PICKED IS

[HTTPS://WWW.POETRYFOUNDATION.ORG/POEMS/45521/I-WANDERED-LONELY-AS-A-CLOUD](https://www.poetryfoundation.org/poems/45521/i-wandered-lonely-as-a-cloud)

FOR OUR FIRST WEEK AND FIRST SESSION MY MAIN GOAL IS TO SEE WHERE THE STUDENT IS AT IN THEIR CAPABILITIES AND TO FIGURE OUT WHERE THEY WANT TO GO WITH THIS TUTORING.





FOR OUR SECOND MEETING WE DID A SHORT REVIEW OF WHAT WE TALKED ABOUT LAST SESSION AND THEN MOVED ONTO WHAT WE NEEDED TO COVER THAT SESSION. FIRST, WE COVERED LOOKING FOR LITERARY DEVICES IN SHORT PASSAGES WITH A WORKSHEET



[samples\\_literarydevices.pdf](#)

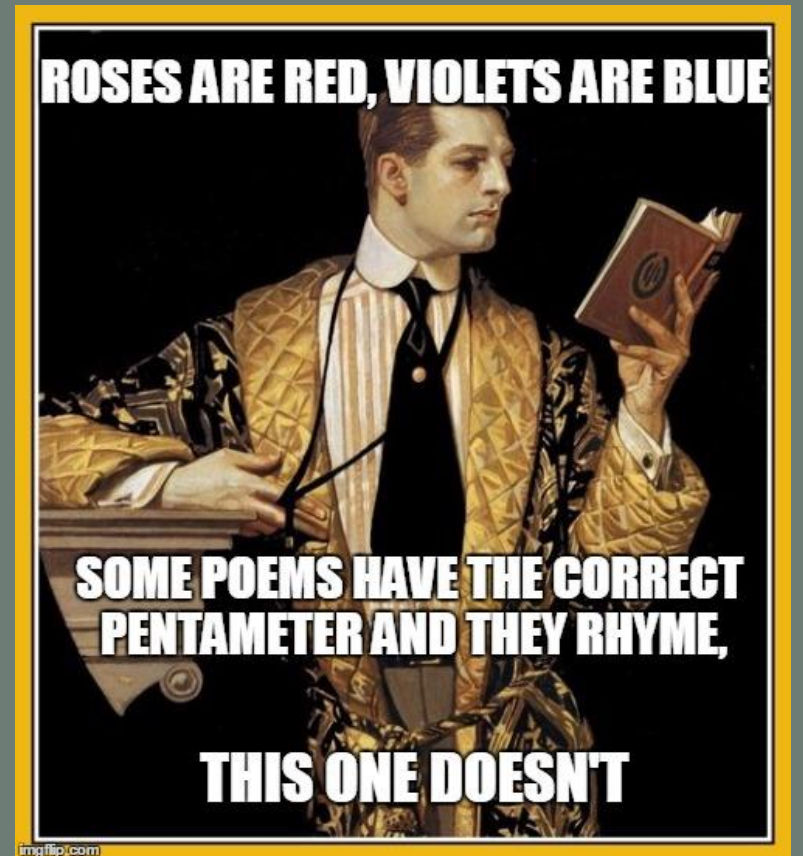


NEXT, WE TALKED ABOUT SOME CLOSE READING TECHNIQUES THAT WE CAN USE WHEN DOING CLASS READINGS, AND WE DISCUSSED HOW THEY WERE USED. THE TECHNIQUES WE TALKED ABOUT WERE ANNOTATIONS, CHUNKING THE TEXTS, QUESTIONS, AND SUMMARIZING/REFLECTING. WE ALSO COVERED ONE POEM AND STARTED TO PICK OUT LITERARY DEVICES IN IT.



<https://www.poetryfoundation.org/poems/42891/stoppling-by-woods-on-a-snowy-evening>

## LESSON 2



# LESSON 3

FOR THE START OF THIS WEEK, WE REFLECTED ON THE POEM WE READ LAST SESSION AND ALSO REVIEWED WHAT LITERARY DEVICES WE MIGHT FIND IN THEM

[HTTPS://WWW.POETRYFOUNDATION.ORG/POEMS/42891/STOPPING-BY-WOODS-ON-A-SNOWY-EVENING](https://www.poetryfoundation.org/poems/42891/stopping-by-woods-on-a-snowy-evening)

MOVING ON, WE DISCUSSED DIFFERENT MEANINGS AND TONES WE MAY FIND IN POEMS AND SHORT STORIES (A GOOD EXAMPLE IS 'BEOWULF')

THIS SHORT STORY IS ONE WE CHOSE TO PRACTICE SOME OF OUR CLOSE READING TECHNIQUES, WITH THE MAIN FOCUS BEING ANNOTATING.

DURING THIS I HAD THEM READ A PORTION OF IT ALOUD TO CONTINUE TO PRACTICE THEIR READING FLUENCY

[HTTPS://AMERICANLITERATURE.COM/AUTHOR/ANONYMOUS/BOOK/BEOWULF/THE-STORY](https://americanliterature.com/author/anonymous/book/beowulf/the-story)



# LESSON 4

STARTING OF THE SECOND SESSION OF THIS WEEK, WE ANALYZED 'BEOWULF' AND QUICKLY DISCUSSED IT. GOING BACK TO THE FIRST LITERARY DEVICES WORKSHEET, WE STARTED GOING THROUGH AND TALKING ABOUT THE FUNCTION OF SOME OF THE LITERARY DEVICES (LIKE WHY WE USE METAPHORS AND IMAGERY IN READING).

LASTLY, WE COVERED ANOTHER POEM, THIS TIME I GAVE THEM THE LAST 15 MINUTES OF THE SESSION TO READ IT INDIVIDUALLY AND FIND SOME LITERARY DEVICES WHICH WE WILL DISCUSS TOGETHER THE NEXT WEEK. I ALSO GOT THEM TO READ IT ALOUD, MAKING CORRECTIONS IF NEEDED.

[HTTPS://WWW.POETRYFOUNDATION.ORG/POEMS/44260/BIRCHES](https://www.poetryfoundation.org/poems/44260/birches)



# LESSON 5

FOR THIS LESSON, WE STARTED WITH REVIEWING WHAT THEY HAD GOTTEN FROM ANALYZING THE POEM FROM LAST TIME, AND WHAT LITERARY DEVICES THEY FOUND. I ALSO WENT OVER WITH THEM ANY DEVICES THEY HAD MISSED AND HOW I FOUND THEM.

MOVING ON WE LOOKED AT AN IRONIC POEM, AS WELL AS ONE THAT HAD FORESHADOWING TO START INTRODUCING THOSE TWO LITERARY DEVICES AS WELL AS GOING OVER WHAT IRONY AND FORESHADOWING ARE.

[HTTPS://POETS.ORG/POEM/LOVE-POEM](https://poets.org/poem/love-poem)

[HTTPS://WWW.POETRYSOUP.COM/POEM/THE\\_SPAN\\_1561488](https://www.poetrysoup.com/poem/the_span_1561488)

WHILE READING THESE TWO POEMS, WE LOOKED AT WHERE WE COULD FIND THE IRONY AND FORESHADOWING IN EACH RESPECTFULLY.



# LESSON 6



FOR THIS LESSON, WE STARTED MOVING INTO THE IMPACT OF DEVICES ON THE MEANING AND INTERPRETATION OF A POEM/SHORT STORY.

[HTTPS://WWW.GUTENBERG.ORG/FILES/902/902-H/902-H.HTM](https://www.gutenberg.org/files/902/902-h/902-h.htm) (WE COVERED 'THE HAPPY PRINCE')

FOR THE SHORT STORY, WE LOOKED AT WE ALSO PICKED OUT THE LITERARY DEVICES AND TRIED FINDING MORE ADVANCED ONES SUCH AS JUXTAPOSITIONS OR MOOD.

DURING THE LAST 15 MINUTES, I GAVE THEM THE CHOICE OF A SHORT STORY FROM THE LIST OF STORIES ABOVE TO GO THROUGH THEMSELVES AND TO PICK OUT THE ADVANCED DEVICES AS WELL AS GETTING THEM TO READ IT ALOUD AFTERWARD

# LESSON 7

INTRODUCTION TO THEMATIC ANALYSIS AND ITS CONNECTION TO LITERARY DEVICES.

STARTING THIS WEEK, WE REVIEWED THE SHORT STORY THEY CHOSE LAST WEEK AND WENT THROUGH THE ADVANCED DEVICES FOUND AND WHAT THEY MEANT, AS WELL AS HOW ELSE THEY MAY BE USED. MOVING ON WE LOOKED AT A WORKSHEET ON ADVANCED DEVICES

WE ALSO STARTED LOOKING AT THEMES AND WENT OVER WHAT THEMES ARE, AND SOME EXAMPLES (SUCH AS SAD, HAPPY, CONFUSED). FOR THE THEME ANALYSIS WE DID ANOTHER WORKSHEET

[HTTPS://DB-EXCEL.COM/FINDING-THE-THEME-OF-A-STORY-WORKSHEETS/THEME-WORKSHEET-1-PREVIEW/](https://db-excel.com/finding-the-theme-of-a-story-worksheets/theme-worksheet-1-preview/)



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# LESSON 8

FOR THE LAST LESSON (NOT THE LAST SESSION WE HAD THOUGH, WE CONTINUED ON FOR 4 MORE WEEKS) WE LOOKED AT A FEW SHORT POEMS AND FOUND THE THEMES BEHIND THEM AND WHY IT WAS BELIEVED THOSE WERE THE THEMES. THEY ALSO READ THE POEMS ALOUD TO PRACTICE FLUENCY, AND I MADE SURE TO GIVE CORRECTIONS WHEN NEEDED.

[HTTPS://WWW.RD.COM/LIST/SHORT-POEMS/](https://www.rd.com/list/short-poems/) (COVERED THE FIRST 3 POEMS)

AFTERWARDS, I LET THEM PICK A POEM FROM THE LIST ABOVE WHICH THEY INDEPENDENTLY WENT THROUGH TO FIND THE THEME AND THEY HAD TO TELL ME WHY THEY THOUGHT IT WAS THAT THEME

# ASSESSMENT

THROUGHOUT THE LESSONS, I WAS ALWAYS ASSESSING IF THEY WERE REACHING AN UNDERSTANDING OF WHAT WE WERE GOING THROUGH AND MAKING SURE THAT I HAD CLEAR EXPLANATIONS OF THE DEVICES WE WERE USING. I ALSO WOULD GO THROUGH A PRINTED VERSION OF THE STORY/POEM AND MAKE SURE I UNDERSTOOD WHAT WAS IN IT AND WHAT DEVICES WERE USED SO THAT I COULD ACCURATELY TELL THEM IF ANY WERE MISSING/IN THE WRONG SPOT.

KEEPING AN ACTUAL ASSESSMENT/GRADE ISN'T THE GOAL FOR MY TUTORING SESSIONS AND ISN'T ENCOURAGED BY THE COMPANY THAT I WORK FOR SO THAT IS WHY THERE AREN'T ANY FORMAL ASSESSMENTS IN THIS PLAN, BUT THE GOAL IS ALWAYS TO REACH WHERE THE FAMILY WOULD LIKE THEM, AND I FEEL LIKE WE DID A GOOD JOB AS THEY LEARNED A LOT AND IMPROVED SO MUCH OVER THE WEEKS. THE STUDENT I WAS TEACHING PICKED UP ON THE READING DEVICES NICELY BUT STILL STRUGGLES WITH THE LITERACY PART, HOWEVER, I FEEL WITH MORE PRACTICE IT WILL GET BETTER AND IT HELPED BOOST THEIR CONFIDENCE.

# CONCLUSION

FOR THIS PLAN, I FEEL LIKE I DID A GOOD JOB WORKING TOWARDS MY GOAL WHICH WAS TO BE MORE ORGANIZED AND HAVE A BETTER ASSESSMENT PLAN. I WORKED TOWARDS THIS BY PLANNING A VERY BASIC PLAN FOR THE SESSIONS SO THAT I COULD SEE WHAT I NEEDED TO WORK ON NEXT SESSION AND HAVE MY WORKSHEETS ALL READY FOR THE HOUR, AND THIS REALLY HELPED ME TO FEEL MORE ACCOMPLISHED IN MY PLANNING SKILLS AS SOMETIMES I WOULD PLAN VERY CLOSE TO MY SESSIONS. THROUGHOUT THE WEEKS I ALSO LISTENED TO MY STUDENT IF SOMETHING WASN'T WORKING OR IF THEY NEEDED IT EXPLAINED DIFFERENTLY SO I WAS ALWAYS GETTING FEEDBACK FROM THEM. I WAS ALSO ALWAYS GIVING CONSTRUCTIVE FEEDBACK AS WELL TO HELP THEM GROW IN THEIR LEARNING OVER THE TUTORING SESSIONS WE HAD.

