

Assessment Plan and Implementation Report

Please use this template for Assignment 2 and Assignment 3. Below, there will be gray instructional text. This is here to serve as an indicator for what you should put within each section. Please ensure you delete it out and **change the text color back to black** before submitting your assignment.

Project Info

Your Name: Libby King

Assessment Task Title: Theme Anthology

Grade Level or Learners: 10th grade special education students

Subject: 10th grade ELA

Client Info

Client Name: Donya Henderson

Client Organization: Mainstay Academy

Client Email: Donya.henderson@gscs.org

**Client Certification Number:* 1055654

Assignment 2: Assessment Plan

Instructional Objective

10th grade special education students will be able to select different examples of instructional-level poems and artistic works that relate thematically using teacher-created poetry and art collections and the modified TPCASTT method and will be able to justify their selection and interpretation of theme by using evidence from the poems and artistic works.

Bloom's level: Analyze and Evaluate

Assessment Task Annotation

Description

The students will create a multimedia anthology of a variety of different works that relate thematically with a written/spoken explanation for how the works relate. To assist in determining theme, students will use a modified version of the TPCASTT method to analyze different elements of the poems and determine theme.

Duration: At least two weeks on a distance learning schedule, which includes 30 minutes of direct instruction via Google Meet and 60 minutes allotted daily for individual work. It shouldn't take that long, but I'm trying to be realistic given recent levels of student motivation.

Focus Standards

ELAGSE9-10RL2: DETERMINE a theme and/or central idea of text and closely ANALYZE its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective SUMMARY of the text.

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment

ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ELAGSE9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

National Standards

ISTE standards

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

b. create original works or responsibly repurpose or remix digital resources into new creations.

Explanation

This assessment allows students to creatively showcase the poems and art they selected as being thematically related and include their explanation/justification for why they think the pieces have similar themes.

Description and Teacher/Trainer Directions

Prior to this assessment, students will have completed a theme on poetry and may already have exposure to TPCASTT

1. Administer the theme diagnostic via Quizizz to judge student knowledge of theme (that it is more than the plot or the main topic, it is more than one word, etc.)
 - a. Depending on diagnostic response, provide remediation on theme using materials from Google Classroom (YouTube videos and presentations) and assign theme lessons in iReady
 - b. If even more remediation is necessary, use collection of Aesop's fables to practice finding theme
2. Open with "Homework, I love you" by Nesbit. Read through twice (teacher reads once, student reads once). Discuss the general idea of the poem (how it is funny, but simplistic and straight forward) but that when poems are more complex we need a way to analyze them further.
3. Use a YouTube video to introduce the different parts of a TPCASTT analysis. Verbally check for student understanding after the videos to see if there are any areas that they seem to be struggling with.
4. Using a sample poem and graphic organizer, complete TPCASTT on the sample poem. Model metacognitive skills and close-reading with text annotations. Repeat again, but this time ask students for input.
5. Assign a poem for students to TPCASTT on their own. When complete, offer feedback

6. Using student reading levels and students' ability to complete a TPCASTT (especially determining theme) create different collections of suitable poetry for students and assign individually in Google Classroom (note: number of collections will depend on student ability, but given already established reading levels, there should be at least two collections for low and high readers).
7. Introduce multimedia project, review requirements (including step by step directions, rubric, and suggested time table), show example walk through the different resources available in Google Classroom.
 - a. Note: out of the 3 required poems for the multimedia presentation, at least one will need a full TPCASTT analysis. The other two do not, but students will still need to be able to correctly determine theme.
 - b. It is up to the teacher's discretion whether or not students select their 3 poems first and then their artistic works, or if they can select them in any order, but be careful that students do not spend several days just looking up song lyrics.
 - c. Remind students about school appropriate topics! Artistic works must be school appropriate.
8. Monitor student progress via observation and provide feedback as needed.
9. Once students have compiled all of their material, assist students in logging into Adobe Spark and creating a copy of the project template. The teacher may have to demonstrate how to use the site.
10. To help with student independence, have students refer back to the rubric and instructions as frequently as possible if they have questions.
11. When complete, use rubric to assess and offer feedback. Allow students to make corrections and resubmit.

Rubric Title & Description

Thematic Anthology

This will be a task-specific analytical rubric that assesses requirements such as thematic connection, interpretation, and multimedia use.

Rubric or Other Performance Evaluation Tool

	Accomplished 4pts Yes	Proficient 3pts Yes, but . . .	Emerging 2 pts No, but . . .	Not Scorable 0 No
Thematic connection (pts x 3)	The explanation of the thematic connections among the 5 works is clearly presented with supporting details	The explanation of the thematic connections among the 5 works is not clearly presented and only somewhat supported by details	The explanation of the thematic connections among the 5 works is not clearly presented nor supported by details	No explanation of theme is included
Interpretation (pts x 2)	Student correctly interprets the theme for 4-5 of required 5 pieces	Student correctly interprets the theme for 2-3 pieces of the required 5 pieces but lacks insight on some pieces	Student interpretations on all or almost all pieces lack insight	No interpretations given, or interpretations are nonsensical or vague
Presentation	Presentation has all of the required images/materials (Title, 3 poems, 2 artistic works)	Presentation has 3 to 4 of the required images/materials	Presentation has at least 1 to 2 of the required images/materials	No materials are present or they do not meet the requirements.
Conversation scale	20 - 24 -- A	16 - 19 -- B	13 - 15 -- C	0-12 -- F (Redo)

Example

The student work will be an Adobe Spark presentation video (using a template) that will include a title, 3 poems, and two artistic works (one of which may be song lyrics). For each of the five pieces the student will have to explain (either via text or recording audio) their interpretation of the theme of that particular piece (keeping in mind that a theme is a statement, and not just one word). At the end, the student will have to justify (either via text or recording audio) how all of the pieces are related and give evidence to support it. The teacher can give feedback suggesting students take another look at an interpretation, or ask them to think more about the connections.

Materials and Equipment

Equipment

Chromebooks with cameras and microphones for students

Laptop with camera and microphone for teacher

Instructional

Online materials (see list under web resources)

Assessment

Short diagnostic to assess current student knowledge on theme

TPCASTT graphic organizers to assess student's ability to determine theme

Rubric, comprehensive directions, and example for multimedia project

Suggested Adobe Spark template for project

Technology Tool

Google Drive and internet to create curated collections of a variety of instructional level poems (teacher)

Google Meet and Google Classroom (teacher and student)

Google Docs for TPCASTT graphic organizer (student, and teacher when modeling)

YouTube for video remediation, as needed (student)

Chrome extensions that allow for text to speech and speech to text (student)

Quizizz (Student)

Adobe Spark (student)

iReady -- reading remediation website

Web Resources

Quizizz

<https://quizizz.com/admin/quiz/59ca572873f8211000b5a05b>

YouTubes for Theme

<https://www.youtube.com/watch?v=rIuKNVny9cM>

<https://youtu.be/YQ2pikbUCdo> (teacher created)

<https://youtu.be/emjvZjYsX4s> (teacher created)

Homework poem

<https://i.pinimg.com/originals/87/cb/e3/87cbe37cec64c275c8d51c52db2e5144.png>

YouTube for TPCASTT

<https://www.youtube.com/watch?v=B2gfo86gQNY>

https://www.youtube.com/watch?v=xKke_hrpECM

<https://www.youtube.com/watch?v=X6zGwyTadNw>

TPCASTT examples

https://drive.google.com/file/d/1_7_AuHZS0q7UXbhR6V5KFhDyocXLybeu/view?usp=sharing

TPCASTT Graphic Organizer

<https://drive.google.com/file/d/1emv35l-rqrLcuBsvZWahCEfxJmFp9b9j/view?usp=sharing>

TPCASTT Handout

<https://drive.google.com/file/d/1FOKFtKIEFba9g3EutmknKtVltSUUea1O/view?usp=sharing>

Theme in poetry

<https://study.com/academy/lesson/interpreting-a-poems-main-idea-theme.html#:~:text=Theme%20is%20the%20lesson%20about,choice%2C%20and%20any%20poetic%20devices.>

<https://poemanalysis.com/poetry-explained/poetry-themes/>

Analyzing poetry

https://drive.google.com/file/d/10y21sL1T47W1JLL5XkeUXA_vkxoOi0_1/view?usp=sharing

Poetry Websites

<https://www.poetryfoundation.org/poems/browse>

<https://allpoetry.com/>

<https://www.readanybook.com/genre/poetry-13>

<https://etc.usf.edu/lit2go/genres/24/poetry/>

https://openlibrary.org/search?q=poetry&mode=ebooks&has_fulltext=true

Art

<https://artsandculture.google.com/project>

<http://100photos.time.com/>

<https://www.brushwiz.com/most-famous-paintings/>

<https://theartyteacher.com/artists-themes/>

Song lyrics

<http://www.learningfromlyrics.org/songs.html>

<https://www.allmusic.com/>

<https://www.azlyrics.com/>

Differentiated Instruction

All students have IEPs and thus individual instructional accommodations. Many of these accommodations would fall under the learning profile category.

Readiness:

All students complete a diagnostic at the start of the school year to determine their reading ability. Poetry collections will be more or less restrictive given students' instructional reading level and their ability to determine theme. A student on a 4th grade reading level who has struggled with determining complex themes will have a collection of a few poems that are around that level and have very clear themes. A higher level student will have a broader collection.

Learning Profile:

All students complete learning style and learning preference inventories at the start of the year. When possible, material will be taught to a variety of learning styles. The multimedia assessment allows for students to have a written explanation/justification for their theme and choices, or they can record it verbally.

Student Interest:

Poetry collections will include poems centered on topics that students have expressed interest in previously. Students will be able to select their own artistic works, such as song lyrics. Students can make their own creative choices with their multimedia presentation, as long as it has all of the required components.

Learning Environment

Since this is for students engaging in distance learning, the setting (s) are the students' and the teacher's respective homes, which are located in several different counties in the middle Georgia area.

Learner Characteristics

All students are being served in the GNETS program for special education students with severe emotional/behavioral disorders who cannot be safely served in the general education setting. The learners are in 10th grade, but reading levels range from Kindergarten to grade level (early 10th), and ages range from 15 to nearly 18. All are native English speakers. At this point there are 6 students in the class, 2 female, 4 male, but that number can fluctuate. One student may end up being removed and placed in GAA. The learners, on the whole, struggle with staying on task and following directions. They all have IEPs with a variety of accommodations. They all have Chromebooks and access to the internet

Relative Advantage

Since this is for distance learners, the alternative would be packets of paper sent home to be completed and sent back with maybe a few teacher phone calls to see if the student has any questions.

Even if this project were to be implemented in the classroom, technology has distinct advantages:

- Ability to search the internet for poems and artistic works
- Using Google Classroom to keep all material together and easily accessible AND the ability to assign work individually to students
- Allows students to use text to speech and/or speech to text when reading and writing
- Adobe spark allows students to record themselves if they don't want to write
- Students are always gaga for using technology, so it increases motivation

Summary of Assessment Types Used in Plan

Diagnostic -- knowledge of poetry terms (maybe selected)

Formative -- the TPCASTT graphic organizers -- constructed response

Visual observations and verbal checks for understanding

Summative -- multimedia anthology

Assignment 3: Assessment Implementation Report

Implementation Report

Implementation did not go as expected as was, for the most part, unsuccessful. Student work is limited because barely any work was completed. In short, the issue was three-fold: low levels of instruction, low motivation for distance-ed students, and major lack of student background knowledge that required much more remediation than expected. To keep track of the students being discussed, I will refer to them by letters.

Student A -- 16, male, on grade level (10th), completely online

Student B -- 15, male, far below grade level (3-4th), completely online

Student C -- 16, female, below grade level (5th -6th), started online, came back FtoF in mid Oct.

Student D -- 15, female, below grade level (5th - 6th), started online, came back FtoF in mid Oct.

Student E -- 17, male, below grade level (6th?), online but hasn't logged in since late Sept.

Student F -- 16, male, far below grade level (1st), switched to Georgia Alternative Assessment, and thus was moved out of my class

1. Low levels of instruction

At my school, all students were distance-ed learners until September 28th, after which parents/students had the choice to return face-to-face or stay online. Prior to September 28th, I was the sole instructor for all of my classes. After the 28th, students who remained online learners were switched to the official distance ed (DE) teacher. As it was explained to me by admin, the DE was fully responsible for these students, although we should share lesson plans, etc. I still use Google Classroom even with my face-to-face students, so it was easy and even preferable for the students to continue using my materials with the understanding that the DE would be providing the instructive component. This turned out not to be the case, despite me trying to work with the DE, maintain lines of communication, and even reach out to admin. To remedy the situation I began recording my classes that I did with my face-to-face students and posted them in the Google Classroom, but this was still not an ideal solution since I was not directly interacting with the online students. I took over as much as I could, so everything has been graded by me, and all feedback in mine. So far, the issue of the low level of instruction has not been solved.

2. Low motivation for distance ed student

Almost all of the students at the school struggled with motivation online (which is an issue many teachers are facing, not just ones at my school) and getting work completed.

Grades have not been a great motivator for most of the students, and the two students (C & D) who completed the most work only did so because their guardians elected to have them come face to face after the September 28th deadline (which was possible because of Free Appropriate Public Education laws for special education students) so they rejoined my class and started receiving direct instruction. One of the online students (E) has disappeared into the ether, so to speak, and even his mother barely knows where he is. Based on the somewhat limited data analytics I am able to do via the Google Classroom LMS, most students are not even hitting the content before potentially trying to do the work. This is the first year I started using edpuzzle just so I could track which students actually watched lessons and material. One student (B) continually marked assignments as done or complete almost as soon as I posted them even though there was no way he could have viewed the material in the time period and the assignments he turned in were blank. This was also a major issue for student C until she transitioned back face-to-face. Student A, who should be able to do the assignments, only started doing them on 11.13.20, because that was the last day of the grading period before grades come out next week.

3. Major lack of student background knowledge

Student background knowledge was difficult to assess due to low levels of completion. Students C and D completed the diagnostic quizizz on theme and scored 27% and 45% respectively, but this probably is not an accurate representation of Student C's knowledge since she rushed through and refused to complete it again. C did take the quiz again on 11.16.20 and scored 55%, which probably is accurate. The diagnostic had timed out by the time Student A decided to take it, although I have reassigned it for next week. Student B marked the assignment as complete, but did not complete the quizizz.

Compounding that issue was a distinct lack of skills related to analyzing the poetry via the TPCASTT method. The P stands for paraphrase, which many students did not understand. C is for connotation and involves looking at figurative language such as similes, metaphors, personification, etc., and A is for attitude, or tone, which are all concepts that students struggled with. I did attempt to remediate as best I could given the time frame, but again, I was only able to do so with students C and D once they returned face to face.

At this point, it is somewhat difficult to adequately assess what should be changed to improve the assessment in the future because so little data was gathered. Further ideas will be discussed in the Future Instructional Plans section.

Student Example with Feedback

Student C

P	<i>I think that the author is talking about how someone in his life was trying to drag him out of success but he didn't listen and rose from the concrete to be where he is today.</i>
C	<i>On the second line there is a personification in line 2 that states saying proving nature's law is</i>
A	<i>The narrator is talking really mellow when he is talking about the poem but also has a sincere tone to the way he is telling the poem as well.</i>
S	<i>Yes it changes because the narrator goes from talking sincere about the poem to talking like he is proud of the rose at the end.</i>
T	<i>I think the title means that the author was talking about how hard life is and how brutal it can be.</i>
T	<i>The theme of the poem is happy, dark & depressing.</i>



LIBBY KING
9:12 PM Today



This is a GREAT interpretation, but a paraphrase is just re-telling the poem in your own words.



LIBBY KING
9:12 PM Today



Ding ding ding personification!



LIBBY KING
9:13 PM Today



What words make you think "mellow"?
Why do you think the author is sincere?



LIBBY KING
9:14 PM Today



Interesting thought. When does this shift occur?



LIBBY KING
9:15 PM Today



Let's talk more about theme and then take another look at this,

Student D

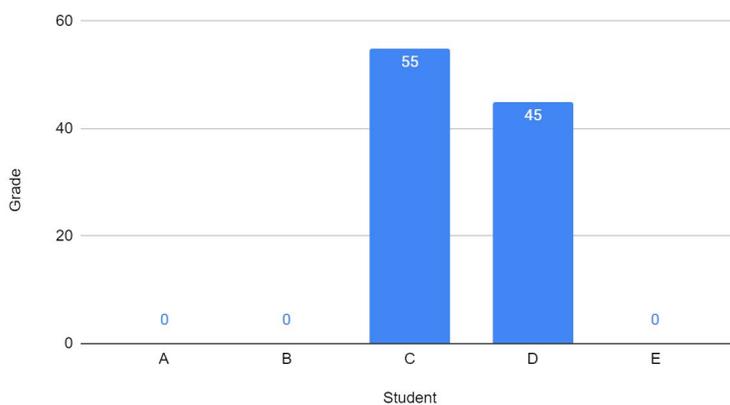
The screenshot shows a Google Docs document with a table containing student work. The table has eight rows, each with a large letter on the left and a text entry on the right. The letters are T, P, C, A, S, T, T. The text entries are: "A rose that grew from concrete", "This is about a flower that grew from the crack from the ground.", "Proving nature's law is wrong, it learned to walk.", "Happy and inthastic", "From happy to srs", "About a rose that grew in concrete", and "Something when people are walking past you and you are down in the dumps And no one acknowledges you". To the right of the table is a chat window with four messages from "LIBBY KING". The messages are: "Expand on this paraphrase pls! What else happened in the poem?", "This is an example of figurative language, but what do we call it?", "What words in the poem make you think the author is happy and enthusiastic?", and "Where in the poem does it go from happy to serious? What words make you think that?". A fifth message is partially visible at the bottom: "Let's talk more about theme and then".

T	A rose that grew from concrete
P	This is about a flower that grew from the crack from the ground.
C	Proving nature's law is wrong, it learned to walk.
A	Happy and inthastic
S	From happy to srs
T	About a rose that grew in concrete
T	Something when people are walking past you and you are down in the dumps And no one acknowledges you

Report of Impact on Student Learning

Student F was transferred to GAA shortly after the assessment plan was written

Grade on Diagnostic on Theme



Students C and D were the only ones to complete any work for this project, and neither completed the final assessment. I delayed submitting this paper in the hopes that Student A would complete some work and thus would increase my available data, but as of 11.18.20 he has not completed any assignments related to this assessment.

Future Instructional Plans

When I was able to speak with the teacher I was working with, her main feedback was that she wasn't able to get the students "to do anything." For better or for worse, that was a common issue with most of the online students, no matter what the subject, and students who returned back face to face were able to complete assignments, although at a much slower pace than anticipated. I will not have to offer another class of 10th grade ELA for the 2020-2021 school year, so hopefully by 2021-2022 more students will be face to face, or the distance educator teacher will feel more comfortable teaching the material.

The thematic anthology is an assignment/assessment that is mandated as part of the 10th grade Rigorous Curriculum, although I had modified it to a level that I thought would meet students at their instructional level vs. grade level, but based on the data from Students C & D, students have significant gaps in reading comprehension skills such as identifying main idea, summarization, making inferences, and using background knowledge. Background knowledge was much more limited than I anticipated, especially in terms of vocabulary and using context clues.

The most logical change to instruction would be to focus on these skills for a lengthy period, like an entire unit, prior to not just this assessment, but at the start of the year. However, there is always pressure from the school district and admin to try and teach/expose students to material on grade level. One potential idea would be to move even slower and embed multiple mini-lessons on these skills as the unit progresses.