

Lesson 1 Assessment

Assessment will be informal observation of class participation and contribution. As we go through defining the terms and the model of analyzing a passage, each student will be expected to participate verbally in class. If a student does not volunteer an answer, I will go to cold-calling. The role of this assessment will largely be to appropriately adjust the pacing of my instruction.

Lesson 2 Assessment

Assessment will be a formative check for completion of three tasks.

- Highlight and markup copies of their selected passage

- Fill out the graphic organizer (see below)

- Draft a thesis for their paper

Lesson 3 Assessment

Students need to complete either a post-it note outline or a roman numeral outline. The outline will not be graded, but will need to be approved by the teacher before the students can move on to drafting phase of the writing process.

- A template will be provided (see below), but students are not required to use it.

Lesson 4 Assessment

Assessment of peer editing work will be informal and ungraded. Student success in editing will be evident in the final draft of their literary analysis.

Summative assessment of literary analysis will be graded out of twenty-four points, based off of the following description and rubric. This written product attests to student achievement in relation to each learning objective for the segment.

IEP Requirements for Assessment:

Several of my students, have IEP or 504 accommodations for breaking large assignments into smaller, more manageable tasks, which is why my instruction will focus on only one step of the writing process at a time. Two of my students have the option of doing their work in the Resource Room and may do so during any in-class work time. One student will have an extended deadline to complete the writing assignment.

Lesson 2 Assessment

PASSAGE:	
MEANING	METHOD
VALUE	GOALS

Lesson 3 Assessment

I. Introduction

A. Hook _____

B. Thesis _____

II. Main Idea _____

A. Example _____

B. Example _____

C. Example _____

III. Main Idea _____

A. Example _____

B. Example _____

C. Example _____

IV. Main Idea _____

A. Example _____

B. Example _____

C. Example _____

V. Main Idea _____

A. Example _____

B. Example _____

C. Example _____

VI. Conclusion

A. Restate Thesis _____

B. Call to Action _____

Lesson 4 Assessment

To Kill a Mockingbird Literary Analysis

*The summative assessment for this unit is worth a total **24 POINTS** and is a **literary analysis of a passage** from *To Kill a Mockingbird*.

Literary analysis, as it relates to this assignment, is defined as *the study and interpretation of a literary work in order to understand the piece's meaning, method, value, and goals*.

In this essay, students will write a brief literary analysis of a specific passage in *To Kill a Mockingbird*. Some possible passages and scenes are listed below. Students may select an alternative passage, but need to approve it with the instructor.

- “You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it.” Ch. 3, Pg. 30-31
- “It’s a sin to kill a Mockingbird” Ch. 10, Pg. 92-93
- Atticus’ View of Courage (Mrs. Dubose) Ch. 11, Pg. 114-116
- Visiting Calpurnia’s Church Ch. 12, Pg. 119-128
- Atticus’ Closing Argument Ch. 20, Pg. 207-209
- Miss Gates Lesson on Prejudice Ch. 26 Pg. 248-251

To get a perfect score students will need to **1)** write and support their claims regarding the **meaning** (*what is intended to be, or actually is, expressed or indicated; signification; import of the text*), **method** (*the procedure, technique, or way of writing*), **value** (*relative worth, merit, or importance of the text*), **and goals** (*the result or achievement toward which effort is directed; aim; end*) of the piece (9.7.1.1), **2)** demonstrate **command of the conventions** of standard English in their writing (9.11.1.1; 9.11.2.2), and **3)** produce the writing in a **clear, coherent, and well-organized manner**, making use of transition words and phrases (9.7.4.4). It is essential that **all four aspects of criticism be addressed**, but they can approach and support these arguments as they see fit. There is not a minimum or maximum word count, but the essay is expected to be **1-2 pages in length** and should follow MLA formatting.

Citations are not necessary, unless you are using a source other than *To Kill a Mockingbird*.

Lesson 4 Assessment

RUBRIC	4	3	2	1	0
Meaning What is the central message of the work?	Student provides in-depth analysis of meaning with strong and detailed supporting evidence.	Student provides in-depth analysis with sufficient supporting evidence.	Student provides analysis with some supporting evidence.	Student provides analysis with insufficient or no supporting evidence.	Not Present
Method How was it written? Use of literary devices?	Student provides an in-depth analysis of method with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis of method with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
Value What does it add to the world? What does it do for the reader? Timeless?	Student provides an in-depth analysis of meaning with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
Goals What was the author trying to accomplish? Did it work?	Student provides an in-depth analysis of the author's goals with strong and detailed supporting evidence.	Student provides an in-depth analysis with sufficient supporting evidence.	Student provides an analysis with some supporting evidence.	Student provides an analysis with insufficient or no supporting evidence.	Not Present
MUGS Mechanics, Usage, Grammar, Spelling	Student demonstrates complete command of the conventions of standard English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates adequate command of the conventions of English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates partial command of the conventions of English in grammar, usage, capitalization, punctuation, and spelling.	Student demonstrates minimal command of the conventions of English in grammar, usage, capitalization, punctuation, and spelling.	Student does not demonstrate command of the conventions of standard English.
Organization	Criticism essay is well organized with logical transitions and a clear introduction and conclusion.	Criticism essay is organized with logical transitions.	Essay is relatively organized with some transitions, but is missing either an introduction or conclusion.	Essay is poorly organized with few logical transitions.	Essay is not organized and there are no transition words or phrases.