

PORTFOLIO Doc 4: Student Self Reflection

1	When in the unit would you give this assessment? Why?	Halfway through, after finishing up with commercials--we could get feedback on what else to include in the unit and get an idea of what concepts people are good with so far, and what they are struggling with.
2	What form would the assessment take, and why?	This form would be an exit ticket that takes place on paper-and-pencil.
3	How would you administer the assessment during class?	An end-of-class reflection might be best, as a way to wind down the class and allow students the time they need to think through these questions. This should not be happening in the five minutes before the bell, though--more like 10 to 15 to give students proper reflection time.
4	How would you gather and organize the collective (whole-class) and individual data to facilitate analysis?	First, start by making any pertinent individual notes, such as Student A has a really good idea for including movies in the unit that I might use or Student B has a really hard time self-reflecting on strengths and weaknesses. Then, I'd look for trends as I go through the data again.
5	What patterns would you look for in the data that would reveal important information about students' learning or development of self-reflection abilities?	<ul style="list-style-type: none">- If students are all struggling with the same concepts, like anaphora or ethos- If students all feel really strong with the same concepts, like pathos or metaphors- What students want included in the unit can be used to design the rest of the unit- If students are still having trouble connecting to their own lives then that could indicate more attention to that in class is needed

<p>6</p>	<p>In what way could you use the results to inform your instruction? Describe two (2) specific ways in which a data pattern or a student's individual responses would alter your future instruction.</p> <p>For example: "If I were to notice that one particular student reported that she still didn't quite feel confident in her ability to solve quadratic equations, I would...."</p> <p>Or: "If I were to observe that nearly the entire class found that my guided lab demonstrations and modeling helped them conduct their own lab work, then I would..."</p> <p>Or: "If one of my students said that his future goal is to be able to stay more organized when taking notes on literature, then I would..."</p>	<p>If I were to see a particular student report that she still did not feel confident in her ability to recognize logos, then I would create a mini lesson based around news reports or scientific reports that are heavy on numbers, data, or other 'logical' means of persuasion.</p> <p>If I were to see a particular student suggesting that movies be used to explain rhetoric, then I would create a Nearpod mini lesson on the scene in Jurassic Park where everyone tries to argue why the dinosaur park should/should not exist. Ethos and pathos and logos are used a lot in that scene.</p>
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Item Type	Your Item	ESL Considerations/Accommodations
<p>1. Reflect on their growth in relation to a learning target.</p> <p>(To do this, you should identify at least one learning target and require students to examine their growth in relation to that specific target.)</p>	<p>1. Since starting this unit on rhetoric, have you become more aware of the ways in which you are an audience to many types of persuasion? What is one form of persuasion you encounter in your daily life?</p>	<p>*Here, include the revised or translated item(s)/assessment (if necessary) for a hypothetical ELL. Or, provide a description of how you would alter the modality of input or output for the item(s)/assessment. If no changes are needed, indicate that here and provide a rationale for your decision.</p>
<p>2. Evaluate area of strength.</p> <p>(To do this, you should have students identify an area of strength in relation to what they learned or did in the course of the unit. Remember, asking students to reflect on a strength is not the same thing as asking students what they liked/enjoyed the most or asking students what they feel most confident about.)</p>	<p>2. Please circle the terms that you feel you are best at identifying in context?</p> <p>The terms:</p> <ul style="list-style-type: none"> ethos pathos logos similes metaphors hyperbole understatement paradox chiasmus anaphora antithesis 	<p>These terms are not necessarily cognates in Spanish, so perhaps providing the translation in Spanish will be helpful to ELs.</p> <p><i>¿Cuáles de los siguientes términos son más fáciles para usted identificar dentro del contexto?</i></p> <p><i>ethos - ethos</i> <i>pathos - pathos (patetismo)</i> <i>logos - logos</i> <i>similes - símiles</i> <i>metaphors - metáforas</i> <i>hyperbole - hipéperbole</i> <i>understatement - subestimación, atenuación</i> <i>paradox - paradoja</i> <i>chiasmus - quiasmo</i> <i>anaphora - anáfora</i> <i>antithesis - antitesis</i></p>

<p>3. Evaluate area where there is still room to grow.</p> <p>(To do this, you should have students identify an area in which they have room to grow in relation to the unit. Remember, asking students to reflect on an area for growth is not the same thing as asking students what they disliked the most.)</p>	<p>3. Please circle the terms that you feel like you struggle with? If possible, in the space next to the term, briefly (one sentence) specify whether you struggle to identify the term in context or struggle with understanding the term's concept/definition.</p> <p>The terms:</p> <ul style="list-style-type: none"> ethos pathos logos Similes Metaphors Hyperbole Understatement Paradox Chiasmus Anaphora antithesis 	<p>There could be interference in translating the terms <i>ethos</i>, <i>pathos</i>, <i>logos</i>, and <i>understatement</i> into Spanish, because they have multiple meanings. Providing additional context in Spanish would be helpful to ELs.</p> <p>¿Cuáles de los siguientes términos le cuesta(n) identificar o explicar en su uso propio?</p> <ul style="list-style-type: none"> ● <i>ethos</i> - en la retórica, ethos es un dispositivo literario que se usa para establecer autoridad, credibilidad y pericia dentro del contexto dado para convencer a una audiencia. ● <i>pathos</i> - en la retórica, patetismo es un dispositivo literario que se usa para provocar las emociones y persuadir. ● <i>logos</i> - en la retórica, logos es un dispositivo literario que se usa para convencer a una audiencia apelando a su sentido de lógica. ● <i>similes</i> - símiles ● <i>metaphors</i> - metáforas ● <i>hyperbole</i> - hipéperbole ● <i>understatement</i> - atenuación, o sea, describir algo sin poner hincapié su verdadero contexto. ● <i>paradox</i> - paradoja ● <i>chiasmus</i> - quiasmo ● <i>anaphora</i> - anáfora ● <i>antithesis</i> - antitesis
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<p>4. Set a future goal.</p> <p>(To do this, you should help students set a realistic goal for themselves that relates to what was learned in the unit and would still be relevant in an upcoming unit. Additionally, goals should be SMART [specific, measurable, achievable, relevant, and time-bound]. You may have to scaffold this for students and/or build it into your instruction.)</p>	<p>4. We have worked a lot with commercials during this unit on rhetoric. In the space below, place check-off other mediums you would be interested in working with before the unit ends.</p> <ul style="list-style-type: none"> ● Movies ● Speeches ● Poetry ● Essays ● News Articles 	<p><i>Hemos explorado los comerciales a fondo durante esta unidad sobre la retórica. ¿Qué otro medio le gustaría explorar antes de que se acabe esta parte de la unidad?</i></p> <ul style="list-style-type: none"> ● Cine ● Discursos ● Poesias ● Ensayo ● Artículo de Periodico
<p>5. Determine actionable steps for reaching a future goal.</p> <p>(To do this, you should prompt students to develop a set of specific steps – perhaps for both the short and long term – that would enable them to achieve a goal. You may need to provide students with scaffolds to facilitate this process.)</p>	<p>5. Depending on your answer for question four, do you have any ideas on how you would like to see this medium used within the unit? And do you have any specific pieces/titles you would like to see used in class? For example, if you chose “movies,” are there any movies you would specifically like to see used in class?</p>	<p><i>¿Tienes algunas ideas de cómo su profesor podría implementar este medio dentro de la unidad?</i></p> <p><i>Si elige cine, por ejemplo, ¿Hay algún largo o cortometraje que le gustaría ver y explorar en la clase?</i></p>