

Summative Assessment: Poetry Anthology Teacher Instruction Sheet

Purpose/ Rationale

The purpose of the anthology is to assess the extent to which students understand and can apply essential big ideas and vocabulary terms taught in the unit, and the extent to which students can effectively engage in the writing process.

Description

Students develop a poetry anthology or portfolio of original poems. The anthology comprises four poems nominated by students from the work they have completed throughout the unit. That is, students may have completed more than four poems, but they are asked to nominate four for assessment. At least one of these poems must be a rhyming poem. At least one of the poems should incorporate a metaphor. Students should use the “Tracking Sheet for Poetry Anthology” from Lessons 17 and 18 to assist them in the development and organization of the poetry anthology.

Objectives/ Standards

The task assesses mastery of the following unit objectives:

- Students will generate ideas for writing.
- Students will develop an idea within a brief text.
- Students will learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing).
- Students will use literary devices in their own writing, including metaphor, personification, point of view, rhyme, rhythm, and repetition.

Students will understand that:

- Poets use concrete language and sensory detail to communicate abstract ideas, emotions, and truths.
- Poets use metaphor to connect readers to important ideas through imagery.

Prerequisites

It is assumed that students completing this assessment task have been introduced to various poetic forms, vocabulary, and literary devices to a variety of poems by different authors.

Context

Students are given two class periods (approximately 90 minutes) to complete both assessment tasks. However, it is assumed that the earlier stages of the writing process (e.g., generating ideas, prewriting, drafting) have been completed during earlier lessons. Students are expected to work independently on the poems, although peer review and teacher assistance are appropriate during the revising and proofreading stages of the project.

Materials

Final copies of each poem should be written into the students’ anthology books.

Assessment

Use the rubric provided to assess and offer feedback on students’ poems. This rubric should be shown to students in advance (i.e., prior to the two lessons they spend on the task).