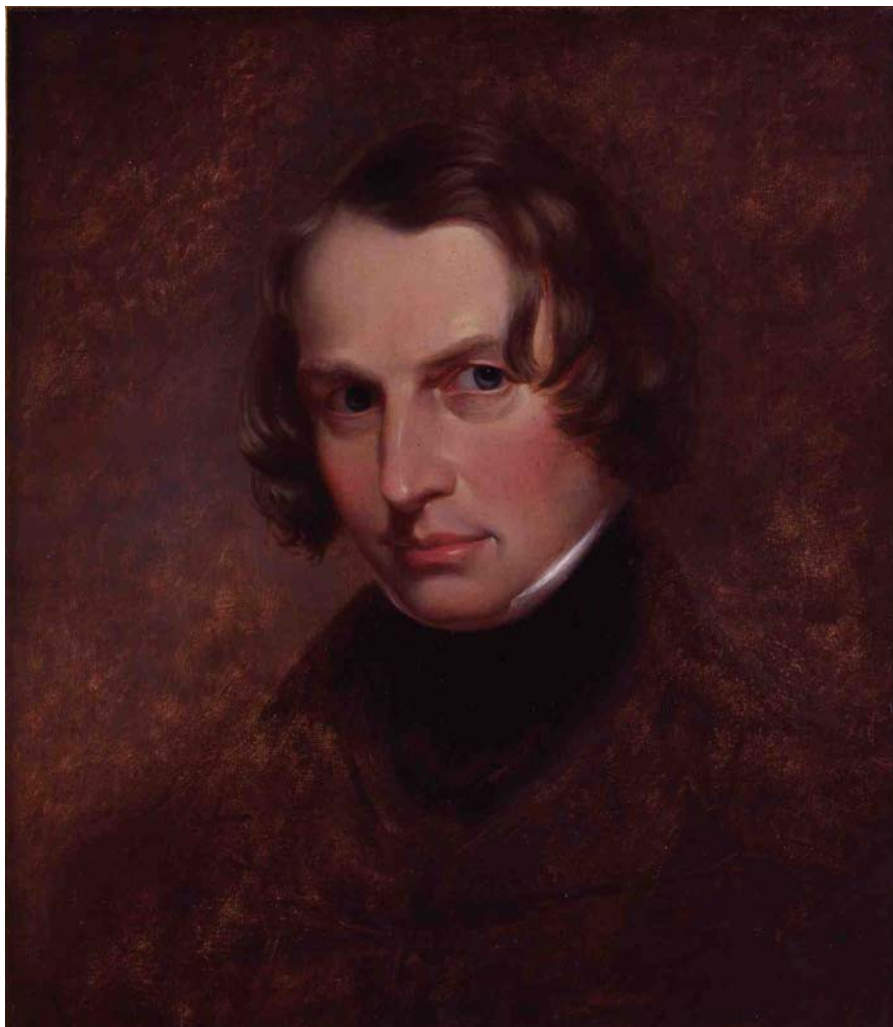


Poetry and the Imagination:

The Legacy of Henry Wadsworth
Longfellow



A POETRY UNIT FOR GRADES 3 – 6

Assessment



Assessing Student Learning

Teacher Instructions
Assessment Rubric



ASSESSING STUDENT LEARNING

In order to assess student learning in the *Poetry and the Imagination* poetry unit, we suggest that teachers have students collect their work in a portfolio. The contents of the portfolios may then be assessed along with other indicators of student learning (e.g. class participation). Portfolios may contain some or all of the following:

LESSON #1:

Learning about Longfellow

1. Crossword puzzle or word match

LESSON #2:

The Poet's Toolbox

1. Color-coded copies of the poem "Rain in Summer"
2. Simile and metaphor worksheet
3. Illustration of the poem "Rain in Summer"
4. Color-coded copies of the poem "The Slave in the Dismal Swamp"

LESSON #3:

Drafting and Editing Poetry

1. "Edited" poem draft of the poem "Haunted Houses"

LESSON #4:

Assembling a Writer's Magazine

1. Poems and illustrations
2. Rebuses and other riddles
3. Stories and illustrations
4. Magazine covers

The rubric on pages 63-64 may help guide you in assessing the student portfolios and overall student learning. The rubric is designed to help you evaluate whether or not the intended learning outcomes listed for each lesson have been achieved. Feel free to adapt the rubric to match your pedagogical goals. If you choose to use a rubric for assessment, we suggest that you distribute it to the class and discuss expectations with students prior to beginning the unit.

ASSESSMENT RUBRIC

Key Elements

Expectations

1. Biography

____ pts.

The student has learned:

- basic biographical information about Longfellow
- the importance of Longfellow
- some of Longfellow's inspirations
- to identify some of Longfellow's poetry (especially "The Children's Hour," "The Village Blacksmith," "Rain in Summer," "The Slave in the Dismal Swamp")

2. Poetry

____ pts.

The student has learned:

- to identify the basic elements of poetry (rhyme, rhythm, simile, metaphor, and descriptive imagery)
- to identify the secondary elements of poetry (alliteration, assonance, consonance, and onomatopoeia)
- to analyze and understand poetry
- to write poetry incorporating poetic elements
- to create illustrations for poems which demonstrate understanding of each poem's descriptive imagery.
- how Longfellow edited a poem
- what Longfellow's editing reveals about his creative writing and thinking
- to make their own editing decisions which improve poems
- to read hand-written work by Longfellow and his children

ASSESSMENT RUBRIC (CONT.)

Key Elements

3. Magazine

____ pts.

Expectations

The student has learned:

- that Longfellow believed that artistic expression is an essential part of being human, and that art is one of the most important ways that people communicate
- that Longfellow and his wife encouraged their children to write and create art
- that *The Secret* was a magazine created by the Longfellow children which contained their work
- to write and illustrate poems and stories for their own magazine
- to create rebuses and "transposition" riddles for their own magazine
- to make a magazine cover that contains all the required information