

# Summative Assessment 2 for I'm A Poet and Didn't Know It!



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## Summative Assessment 2

**Duration:** One- Two class periods

**Standard (s) Assessed:** LA.E.1.3.4.8.1, LA.E.1.3.4.8.2, LA.E.1.3.4.8.2, LA.E.1.3.3.8.2

**Description of Assessment Activity:** Students will study and reflect on the usage of poetic techniques in the poem, "Where The Sidewalk Ends" by Shel Silverstein. Students will also study and reflect on their own writing and the usage of poetic techniques that they incorporated in their work.

### Teacher Directions:

#### Prior to the assessment:

1. Make copies of the assessment. Students will write on their own paper, but each student will need a copy of the assessment.
2. Make copies of the poem, "Where The Sidewalk Ends" by Shel Silverstein. This poem may be available in an anthology or handout. If so, have students bring the appropriate book. If not, copyright laws allow for copies of the poem to be made as long as the poem is destroyed at the end of the unit.
3. Collect student-authored writings that will be given back to students the day of the assessment. It is not necessary that student work be graded and it is suggested that all scoring of the poems (rubric) NOT be given to students as they may become distracted by their grades and not the assessment at hand.

#### Day of the assessment:

1. Pass out the assessment.
2. Go over instructions. Point out where students will find the copy of the poem "Where The Sidewalk Ends."
3. Pass out students' work. Allow them an opportunity to read their poems again.
4. Allow students one to two days to answer the questions to the best of their ability.

### Student Directions:

1. Listen as I go over the assessment instructions.
2. Answer the questions to the best of your ability.
3. Turn in your work once you have completed your answers.

### Scoring Method and Criteria:

Use Scoring Guide. A suggested grading scale might be that each answer is worth 11 points. Full credit is 11 points per answer. Partial Credit could be worth 6 points. Teachers may choose to use another grading scale that is more in line with what has been used in their classrooms. Please note that students' poetry is NOT being graded in this assessment. Their interpretation and understanding of poetic devices is being assessed. Their actual poems are assessed in Summative Assessment 1.



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### Part I:

1. Study the poem, "Where The Sidewalk Ends" by Shel Silverstein.
2. Answer the following questions about the poem:
  - A. Using examples from the poem, explain how word choice contributes to the mood or meaning of this poem.
  - B. Using examples from the poem, explain how word choice impacts you the reader.
  - C. Using examples from the poem, explain how line length, punctuation and rhythm contribute to the effect of the poem.
  - D. Read the poem carefully again. Now, what does the sidewalk symbolize? Be as specific as possible.

### Part II:

1. Read each of your three poems very carefully.
2. Answer the following questions about your own poetry.
  - A. Explain how you used word choice, sensory or figurative language to contribute to the mood or meaning of your poem. Add examples!!
  - B. Explain how you expect word choices to impact your reader. Again, use examples.
  - C. Explain how you attempted to use line length, punctuation and rhythm to create an effect with your poem.
  - D. Describe an area where you attempted to use symbolism in one of your poems. If you did not use symbolism in one of your poems, then explain how symbolism can be used to make a powerful impact in a poem.

### Part III:

What makes good poetry? Explain your answer.



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**"Full credit answers"** fully answer the question and provide examples.

**"Partial credit answers"** may address the question, but do not provide examples.

**"No credit answers"** do not address the question in a manner that demonstrates they understand the question or concepts therein.

### Part I:

- A. Students may suggest that the usage of words in phrases in the second stanza like, "smoke blows black," "dark street winds and bends," "pits where asphalt flowers grow," are meant to suggest a feeling of darkness that exists where the sidewalk ends. Students may suggest other examples of words that contribute to the mood of the poem. Use your best judgment and knowledge of word choice.
- B. Students may suggest that the word choice is designed to bring about a strong emotion in the reader and make them want to leave this place of "pits" and where walking is "measured and slow" and go to the place where "grass grows soft and white." Students may suggest other ways the word choice can impact the reader. Use your best judgment and knowledge.
- C. Students may suggest that line length and punctuation do not really contribute to the poem because Shel Silverstein uses standard punctuation. However, students may make suggestions that are plausible. Use your best judgment. The use of rhythm throughout each line (ends, begins and white, bright and grow, slow) at the end of each line could suggest a steady pace towards the place where the sidewalk ends. More advanced students may note that the usage of a different rhyme in each last line (wind, ends, ends) may be attempting to emphasize the place where the sidewalk ends due to its difference from the rest of the poem. Students may suggest other ways the rhythm was used in the poem. Use your best judgment and knowledge.
- D. Students may suggest any number of things. They may suggest that the sidewalk represents life, the place where the sidewalk ends could be heaven, it could represent movement from a dreary life to a better one. Whatever students suggest, study their use of examples and reasoning and determine whether they could be correct or not.

## Part II:

**Full credit** is given to those students who can provide examples and completely explain their usage of the poetic technique in their poem.

**Partial credit** is given to those students who may do the following: provide sketchy explanation and some examples of their usage of poetic technique OR provide one or the other.

**No credit** is given to those students whose explanations and examples either do not relate to one another OR their answers do not show that they understand the question.

- A. Students should be able to point to examples in their work where they used word choice, sensory or figurative language to contribute to the mood or meaning of their poem.
- B. Students should be able to show examples and explain how they expect their word choice to impact the reader.
- C. Students should be able to explain an area (or areas) where they used line length, punctuation and rhythm to affect the poem. They should attempt to explain **how** they expect this to affect the poem.
- D. Students may or may not have attempted symbolism in their poems due to the difficulty of this particular poetic technique. If they did, then read their answer not for correctness, but for understanding of how symbolism can impact a poem by making the meaning or message more powerful to the reader.

## Part III:

Student answers will vary; however, they should use all their knowledge of the concepts covered in order to explain their answer.