



Sample assessment task	
Year level	3
Learning area	English
Subject	Reading
Title of task	Poetry Analysis
Task details	
Description of task	Students will independently read the poem, <i>Elephants Eternity</i> , by Adrian Mitchell. They will select one line from the poem that they think demonstrates good use of imagery. The students will use their senses to record words related to what they might see, taste, smell, touch and hear when thinking about their chosen line. They demonstrate their interpretation of the line in the poem through a detailed illustration and then explain how the poet has used language features (imagery) to enhance their understanding, or impact on their thoughts, emotions and/or feelings. They consider the impact of words chosen when using imagery and re-write their chosen line.
Type of assessment	Summative
Purpose of assessment	To assess students' understanding of how language features are used to enhance meaning and shape the reader's reaction, and their ability to interpret those language features
Assessment strategy	Written work
Evidence to be collected	Graphic organiser, illustrations
Suggested time	Three x 1-hour lessons
Content description	
Content from the Western Australian Curriculum	<p><u>Literature</u> <i>Examining literature</i> Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose</p> <p><u>Literacy</u> <i>Interpreting, analysing, evaluating</i> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features</p>
Task preparation	
Prior learning	Students are familiar with various language features used in literature, such as imagery, onomatopoeia, rhyme and tense. They have been provided with opportunities to discuss, analyse and use these language features in a range of text types. Students have been exposed to a range of poems and had opportunities to analyse and interpret poetry. Students are familiar with strategies used to comprehend and respond to texts.
Assessment differentiation	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged.  Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

<b>Assessment conditions</b>	This is an individual, in-class assessment.
<b>Resources</b>	<i>Elephants Eternity</i> by Adrian Mitchell <ul style="list-style-type: none"><li>• <a href="http://www.poetryarchive.org/poem/elephant-eternity">http://www.poetryarchive.org/poem/elephant-eternity</a></li></ul>

## Instructions for teacher

### Modelled activity

Using the example line, 'Frogs dancing in the springtime rain', model the below activity with all students.

Display the example line for students to see. Discuss the senses that are inspired by the line and provide examples of words that demonstrate the senses on a class brainstorm sheet. Encourage students to share more responses and add them to the class list.

Senses examples might include:

- see – sun
- taste – water
- smell – fresh rain
- hear – tapping feet
- feel – raindrops.

Using the example line and the words provided by the students, model how an illustration can be created to show your interpretation and understanding of the meaning of the line.

Discuss **how** the poet has used imagery (the language used) to enhance the understanding or impact on the reader's thoughts, emotions and/or feelings. For example, discuss the phrase 'springtime rain' and how the use of the word 'springtime' impacts on the interpretation of 'rain' which, if stated alone, could be associated with words such as winter, clouds, cold, and dark.

Using the example line, model how, by changing the language used, you can change the meaning. Focus on changing the verb and adjectives to encourage a visual image. For example, *frogs **singing** under the **starry sky***.

### Assessment activity

Teacher provides students with copy of poem, *Elephants Eternity*, by Adrian Mitchell. Students read the poem independently and complete the following tasks:

1. Pick a line from the poem, *Elephants Eternity*, by Adrian Mitchell and write it below.
2. Think about your senses when reading this line. What words come to mind when you think about what you can see, taste, smell, hear and feel?
3. Illustrate the image that comes to mind when you read this sentence.
4. Explain **how** the poet has used imagery (the language used) to enhance your understanding or impact on your thoughts, emotions and/or feelings.
5. Using your chosen line, how could you change the language to change the meaning of the line? Think of how you could make the line create a different feeling. Re-write the line and illustrate it.

## Instructions to students

Read the poem, *Elephants Eternity*, by Adrian Mitchell and complete the following activity.

1. Pick a line from the poem, *Elephants Eternity*, by Adrian Mitchell and write it below.

2. Think about your senses when reading this line. What words come to mind when you think about what you can see, taste, smell, hear and feel?
3. Illustrate the image that comes to mind when you read this sentence.
4. Explain **how** the poet has used imagery (the language used) to enhance your understanding or impact on your thoughts, emotions and/or feelings.
5. Using your chosen line, how could you change the language to change the meaning of the line? Think of how you could make the line create a different feeling. Re-write the line and illustrate it.



**HEAR**

**TOUCH**

**SEE**

Write the line you chose from the poem below.

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**TASTE**

**SMELL**

**What can you see, hear, touch, taste and smell?**



Illustrate the image that comes to your mind when you read your chosen line from the poem.

A large, empty rectangular box with a black border, intended for students to draw an illustration based on a line from a poem.



*How* has the poet used imagery (the language used) to help you understand the poem better or impact on your thoughts, emotions and/or feelings?

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Re-write and illustrate your chosen line.

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<b>Sample marking key</b>	
<b>Description</b>	<b>Mark</b>
<b>Interpretation - senses</b>	
Selects an appropriate line in the poem that uses imagery and provides an extensive range of everyday and imaginative sensory words that demonstrates interpretation of the line	3
Selects an appropriate line in the poem that uses imagery and provides a range of common sensory words that demonstrates interpretation of the line	2
Selects a line in the poem and lists some simple/everyday words that are associated with the senses	1
<b>Subtotal</b>	<b>3</b>
<b>Description</b>	<b>Mark</b>
<b>Interpretation – illustration</b>	
Uses his/her sensory interpretation and literal and inferential understanding of the line to create a detailed illustration	5-6
Uses some sensory interpretation and some literal and inferential understanding of the line to create an illustration	3-4
Creates a simple illustration, reflecting only literal meaning	1-2
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Mark</b>
<b>Explanation</b>	
Uses specific examples to explain how the poet has used imagery to enhance the meaning of, and the reader's reaction to, the poem	5-6
Explains his/her thoughts, emotions and/or feelings in relation to some of the language in the poem and uses some examples	3-4
States his/her thoughts, emotions and/or feelings in relation to some of the language in the poem	1-2
<b>Subtotal</b>	<b>6</b>
<b>Description</b>	<b>Mark</b>
<b>Understanding imagery</b>	
Rewrites chosen line, using strong, creative verbs and adjectives	5-6
Rewrites chosen line, using verbs and adjectives	3-4
Rewrites chosen line, using simple verbs and/or adjectives	1-2
<b>Subtotal</b>	<b>6</b>
<b>Total</b>	<b>21</b>