

EFF Assessment Task

Two Poems

Characteristics of this Assessment Task

Action (Performance Goal)

Read and understand two poems (“Hazel Tells LaVerne” by Katharyn Howd Machan and “Who Burns for the Perfection of Paper” by Martin Espada) in order to answer questions about their content, form and messages

Text Type

2 poems – “Hazel Tells LaVerne” by Katharyn Howd Machan and “Who Burns for the Perfection of Paper” by Martin Espada – with short, moderately dense text

Content

Everyday vocabulary, some specialized vocabulary related to employment, socio-economic status, multi-cultural perspectives, aspirations, and dialect; some specialized vocabulary found in poetry

Environment

Familiar environment, such as the classroom

Estimated time to complete task

35 minutes

Materials

Copies of two poems

Student question/answer response form – labeled “Answer Sheet 1”

Highlighters, pens/pencils, dictionaries

Knowledge and strategies that will be assessed

(proficient performance on this task will require fluent and independent use of the following knowledge and strategies)

- Recognizing and interpreting abbreviations and specialized vocabulary
- Familiarity with everyday and some specialized content knowledge and vocabulary, and with paragraph structure and document organization
- Locating important information, reading identified sections for detail, and determining missing information using a wide range of strategies (such as skimming, scanning, and using headings/titles, key words, context clues, and graphics/pictures)
- Monitoring and enhancing comprehension using a wide range of strategies (such as recalling, restating, and summarizing information from multiple sources)
- Organizing and analyzing information and reflecting upon its meaning using a range of strategies (such as classification, categorization, and comparison/contrast)
- Using new information to evaluate prior knowledge

Additional knowledge and strategies that will affect performance

Some familiarity with modern, colloquial poetry

Some familiarity with employment in service industries, factories, or entry-level positions

Evidence of learner performance that will be collected using this assessment task

Observations:

No written observations

Work Products:

1. Completed student question/answer response form (Answer Sheet 1)

Step-by-step procedures for administration

This task may be administered to an individual or a group of learners. While there is no time limit to complete this task, it should take no longer than 35 minutes to complete. You may repeat the reading of any of the steps as needed, but repetition must be in English and you must read the steps exactly as they are written in the script each time. You may also model any requirement of the task to help clarify, as needed.

Step 1. Explain the task requirements/expectations to the learners:

This task assesses how well you can read and understand two poems. You will be asked to demonstrate your understanding by answering a series of questions about such things as the content, tone and possible messages of the 2 poems.

Step 2. Pass out copies of the two poems. Ask the learners to read the two poems:

In a moment, I will ask you to please read these two poems, "Hazel Tells Laverne," by Katharyn Howd Machan, and "Who Burns for the Perfection of Paper," by Martin Espada, silently to yourself. You can use a dictionary if you find a word you don't understand while you are reading. You can make notes or highlight on this page if it will help you.

Pass out copies of Answer Sheet 1. Ask the learners to complete the answer sheet when they have finished reading the poems, using the information they read in the two poems:

When you have finished reading the two poems, use the information in them to write answers to the questions on Answer Sheet 1. You may reread either or both of the poems, and you may make notes and highlight and mark the poems if it will help you to complete the answer sheet. In some cases, there is more than one right answer to a question.

Do you have any questions before we begin?

After answering student questions (or if there are none), instruct the students to begin:

Please read the two poems and answer the questions on Answer Sheet 1. When you are finished, please bring your copies of the poems and your completed answer sheets to me.

Step 3. Collect all task materials and record approximate time taken by each student to complete the task.

Name:

Answer Sheet 1

Instructions: Please read the two poems, “Hazel Tells Laverne,” by Katharyn Howd Machan, and “Who Burns for the Perfection of Paper,” by Martin Espada, silently to yourself. You can use a dictionary if you find a word you don’t understand while you are reading. You can make notes or highlight on this page if it will help you. When you have finished reading the two poems, use the information in them to write answers to questions 1-4 on Answer Sheet 1. You may reread either or both of the poems, and you may make notes and highlight and mark the poems if it will help you to complete the answer sheet. In some cases, there is more than one right answer to a question.

1. Where did the narrator of the poem “Hazel Tells LaVerne” work?
2. Where did the narrator of the poem, “Who Burns for the Perfection of Paper” work when he was a teenager?
3. Why couldn’t the narrator of the poem, “Who Burns for the Perfection of Paper” wear gloves at his job?
4. What does the frog ask the narrator of the poem, “Hazel Tells LaVerne” to do?

Instructions: Questions 5-11 are multiple choice. Each question has 4 possible answer choices given. Read each question and the possible answers. Circle the letter next to the statement that best answers the question being asked.

5. In the poem, "Hazel Tells LaVerne," who do you think LaVerne is? *Circle your answer from the following choices:*
- The narrator of the poem
 - The frog
 - The person who the narrator of the poem is talking to
 - None of these
6. Which of the following adjectives best captures the tone of the poem, "Hazel Tells LaVerne?" *Circle your answer from the following choices:*
- Hopeful
 - Sorrowful
 - Humorous
 - None of these
7. Which of the following adjectives best describes the narrator of the poem, "Hazel Tells LaVerne?" *Circle your answer from the following choices:*
- Charitable
 - Cynical
 - Dreamy
 - None of these
8. Which of the following titles might Katharyn Howd Machan have selected instead of "Hazel tells LaVerne?" *Circle your answer from the following choices:*
- "Kissing a Fool"
 - "The Flushing of Fantasy"
 - "Dropping the Golden Ball"
 - None of these
9. Which of the following adjectives best describes the narrator's attitude toward legal pads in the poem, "Who Burns for the Perfection of Paper?" *Circle your answer from the following choices:*
- Appreciative
 - Unaffected
 - Nostalgic
 - None of these

Hazel Tells LaVerne by Katharyn Howd Machan

last night
im cleanin out
my
howard
johnsons ladies
room
when all of a
sudden
up pops this
frog
musta come
from the sewer
swimmin aroun
an tryin ta
climb up the
sida the bowl
so i goes ta
flushm down
but
sohelpmegod he
starts talkin
bout a golden
ball
an how i can be
a princess
me a princess
well my mouth
drops
all the way to
the floor
an he says
kiss me just kiss
me
once on the
nose
well i scream
ya little green
pervert
and i hitsm with
my mop
an has ta flush
the toilet down
three times
me
a princess

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Who Burns for the Perfection of Paper
By Martin Espada

At sixteen, I worked after high school hours
at a printing plant
that manufactured legal pads:
Yellow paper
stacked seven feet high
and leaning
as I slipped cardboard
between the pages,
then brushed red glue
up and down the stack.
No gloves: fingertips required
for the perfection of paper,
smoothing the exact rectangle.
Sluggish by 9 PM, the hands
would slide along suddenly sharp paper,
and gather slits thinner than the crevices
of the skin, hidden.
The glue would sting,
hands oozing
till both palms burned
at the punch clock.

Ten years later, in law school,
I knew that every legal pad
was glued with the sting of hidden cuts,
that every open law book
was a pair of hands
upturned and burning.

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Scoring Rubric for “Two Poems” (Level 5)

Student Name:

Unable to Score	Beginning	Proficient	Advanced
	<ul style="list-style-type: none"> • Recognizes and uses everyday vocabulary and some of the specialized vocabulary from the poems, but may confuse the meanings of some terms or use some of them in the wrong context in responses to the questions on Answer Sheet 1 • Accurately locates and summarizes some key information in the poems; correctly answers fewer than 2 out of the 4 questions 1, 2, 3, 4 on Answer Sheet 1 • Strategies for monitoring and enhancing comprehension need improvement; correctly responds to fewer than 5 out of the 7 questions 5, 6, 7, 8, 9, 10, 11 on Answer Sheet 1, possibly indicating minor inaccuracies in summary or difficulty with analyzing or synthesizing information • Answer to question 12 on Answer Sheet 1 does not reveal sufficient overall comprehension of texts and/or any ability to evaluate treatment of a topic across multiple texts; answer appears incomplete or inappropriate • Has some difficulty completing the task without direction or support 	<ul style="list-style-type: none"> • Recognizes, accurately interprets, and correctly uses everyday vocabulary and most of the specialized vocabulary from the poems to respond to the questions on Answer Sheet 1 • Accurately locates and summarizes some key information in the poems to correctly answer at least 2 out of the 4 questions 1, 2, 3, 4 on Answer Sheet 1 • Effectively monitors and enhances comprehension by accurately summarizing, analyzing and synthesizing information from the text; correctly responds to at least 5 out of the 7 questions 5, 6, 7, 8, 9, 10, 11 on Answer Sheet 1 • Answer to question 12 on Answer Sheet 1 reveals good overall comprehension of texts and some ability to evaluate treatment of a topic across multiple texts; response appears complete and appropriate • Completes the task with little apparent difficulty, needing little direction or support 	<ul style="list-style-type: none"> • Accurately interprets and uses everyday vocabulary and all terms related to the two poems appropriately in responses to the questions on Answer Sheet 1 • Accurately and quickly locates and applies key information in the poems to correctly answer all 4 of the questions 1, 2, 3, and 4 on Answer Sheet 1 • Shows superior monitoring and comprehension skills; easily and accurately summarizes, analyzes and synthesizes information from the text in order to correctly respond to all 7 of the questions 5, 6, 7, 8, 9, 10, and 11 on Answer Sheet 1 • Answers to question 12 on Answer Sheet 1 shows strong and thorough comprehension of texts and good ability to evaluate treatment of a topic across multiple texts; response is appropriate, thorough and thoughtful • Completes task with ease, needing little or no support

Answer key for Answer Sheet 1.

Note: Answers to questions 1-4 will vary in their exact content; the answers given here are examples of what a proficient answer should include in some capacity.

Instructions: Please read the two poems, “Hazel Tells Laverne,” by Katharyn Howd Machan, and “Who Burns for the Perfection of Paper,” by Martin Espada, silently to yourself. You can use a dictionary if you find a word you don’t understand while you are reading. You can make notes or highlight on this page if it will help you. When you have finished reading the two poems, use the information in them to write answers to questions 1-4 on Answer Sheet 1. You may reread either or both of the poems, and you may make notes and highlight and mark the poems if it will help you to complete the answer sheet. In some cases, there is more than one right answer to a question.

1. Where did the narrator of the poem “Hazel Tells LaVerne” work?
Howard Johnson’s.

2. Where did the narrator of the poem, “Who Burns for the Perfection of Paper” work when he was a teenager?
At a printing plant that manufactured legal pads.

3. Why couldn’t the narrator of the poem, “Who Burns for the Perfection of Paper” wear gloves at his job?
Because he had to have his fingers exposed to keep the paper perfect while he was shoring up the pads he was making.

4. What does the frog ask the narrator of the poem, “Hazel Tells LaVerne” to do?
He asks her to kiss him.

Note: Correct answers have been highlighted in yellow.

Instructions: Questions 5-11 are multiple choice. Each question has 4 possible answer choices given. Read each question and the possible answers. Circle the letter next to the statement that best answers the question being asked.

5. In the poem, "Hazel Tells LaVerne," who do you think LaVerne is? *Circle your answer from the following choices:*
- The narrator of the poem
 - The frog
 - The person who the narrator of the poem is talking to
 - None of these
6. Which of the following adjectives best captures the tone of the poem, "Hazel Tells LaVerne?" *Circle your answer from the following choices:*
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7. Which of the following adjectives best describes the narrator of the poem, "Hazel Tells LaVerne?" *Circle your answer from the following choices:*
- Charitable
 - Cynical
 - Dreamy
 - None of these
8. Which of the following titles might Katharyn Howd Machan have selected instead of "Hazel tells LaVerne?" *Circle your answer from the following choices:*
- "Kissing a Fool"
 - "The Flushing of Fantasy"
 - "Dropping the Golden Ball"
 - None of these
9. Which of the following adjectives best describes the narrator's attitude toward legal pads in the poem, "Who Burns for the Perfection of Paper?" *Circle your answer from the following choices:*
- Appreciative
 - Unaffected
 - Nostalgic
 - None of these

10. Which of the following adjectives best captures the tone of the poem, “Who Burns for the Perfection of Paper?” *Circle your answer from the following choices:*

- a. Angry
- b. Impatient
- c. Reflective
- d. None of these

11. What is the poet referring to when he talks about “burning” in the poem, “Who Burns for the Perfection of Paper?” *Circle your answer from the following choices:*

- a. The imperfect legal pads that were burned in the fireplace at the printing plant
- b. The narrator’s burning desire to become a lawyer and leave his job at the printing plant
- c. The narrator’s hands, that would burn from paper cuts and the glue used to create legal pads
- d. None of these

Instructions: Please write answers to question 12, parts a) and b) using information from both of the poems and from your own experiences. There may be more than one right answer to this question.

12. Think about both poems. What do you think these poems are saying about

- a. how the work that people do might affect the way they think about themselves?
Answers will vary; a proficient answer should include some reference(s) to the two poems and combine this information with the student’s own experiences with identifying with his or her job (or from seeing others have such identification).
- b. the way that people think about service work and the women and men who do that kind of work?
Answers will vary; a proficient answer should include some reference(s) to the two poems and combine this information with the student’s own perceptions of service workers (or if the student is a service worker, his or her experience being perceived by others).

