**Assessment: Poetry**

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| **Getting Ready:**   * Provide paper choice for your writers—long and narrow, short and fat, with lines, without lines. * You might also want to provide colored pencils so that after drafting, writers can provide illustrations to complement poems. |
| One-Day Assessment:   1. Explain that for Writing Workshop today you will give your students a chance to show you what they already know and remember about writing poetry. To encourage your writers and build enthusiasm for the writing today and for the unit, you may say something like:   *Writers, we are about to make an important shift in our writing lives. We are about to move from being essay writers to being . . . poets! As poets, we are going to see and think and write differently because poets notice what other people miss, poets see the world with wide awake eyes. So when I walked into our room this morning, I looked with my poet’s eyes and I realized that we have an emergency right here, right now in this room. We need poems! And not just any poems! We need the poems that only you can write. So let’s take today’s writing workshop to fill our room with our poems.*   * Provide students with one writing block to write and refrain from giving reminders or assistance. Be supportive but allow students to demonstrate what they can do on their own. This should not feel like a “test;” rather it should be an opportunity for students to write. However, do collect students’ writing at the end of the writing time to assess. You can explain that you want to read their poems – however much they produced is fine – so that you can better plan for your teaching. * Once the writing time is over, be sure that the poem(s) contain the children’s names and dates. * Review these pieces to notice specific techniques and qualities that are in the writing and that you will need to teach. * At the end of the unit, you may opt to redo this assessment to see how much your children have grown in that time. |