

Formative Assessment 2

Now that students have had a chance to hear, read, and begin to write some poems, it is a good time to assess students' developing understandings of the big ideas and key vocabulary terms introduced so far. This assessment will help you plan learning experiences for the remainder of the unit.

Provide each student with a copy of the Poetry Survey. Explain that you would like them to answer some questions to help you figure out what they have already learned and what they would like to learn about poetry so that you can make plans for future lessons. Read the questions on the sheet aloud to students and instruct them to write something in each box on the first page and to complete the sentences on the following pages.

Using the assessment data:

Use information from the assessment to determine whether there is any content you have taught so far that you need to review or reinforce. For example, you might find a group of students having trouble remembering the definition for an adjective, or confusing concrete and abstract nouns, and you can plan to take these students aside for a mini-lesson at a convenient time. Students' responses to questions about what they would still like to learn might help you choose resources and try to incorporate opportunities to address students' individual interests in later lessons.

Name of Poet: _____

Poetry Survey

<p>Things I have learned about poetry so far</p>	<p>Things I would still like to learn about poetry</p>
<p>Questions I still have about poetry</p>	<p>I hope I get the chance to read poems about . . .</p>

Finish each sentence to show what you have learned so far.

A noun is

Types of nouns I have learned about are

A word used to describe a noun is

Three examples of words used to describe nouns are

Imagery is

How do poets use language in special ways? Give several examples in your response.
