

Summative Assessment 1 for I'm A Poet and Didn't Know It!



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Summative Assessment 1

Performance Assessment

Duration: 4 days

Standard (s) Assessed: LA.B.1.3.2.8.5, LA.B.1.3.3.8.7, LA.D.2.3.2.8.1

Description of Assessment Activity: Having studied different poetic works by established authors, students write their own poetry. Some poems they choose to write may be modeled after studied poetry, while some poems may come from their own choice of inspiration.

Teacher Directions:

Prior to turning in poetry for final assessment:

1. Make sure that students have used and seen the scoring rubric prior to their assessment. The rubric should have been used to assess established writing and used throughout the lesson plans associated with this unit.
2. Throughout the daily lessons, students will use (a version of) the rubric in order to conference and formatively assess each other's work. The teacher will also use this (version) in order to formatively assess students' work.
3. Once students have had opportunities to see the rubric, study the rubric, and use the rubric, they will take at least four days to create their own poetry. While working on their poetry, students should use the rubric to assess their work.
4. Make enough copies of the rubric so that each student's poem will have its own rubric.

Final Assessment:

1. Students will turn in final copies and rough drafts of their work.
2. Once students have turned in their work, the teacher will score each of their poems using the rubric, Summative Assessment A, Student Authored Writing.

Student Directions:

Prior to turning in work for the final assessment:

1. Listen as your peers and I discuss poetry elements in established poetry.
2. Take opportunities given during the lesson plans to understand the scoring rubric.
3. Use the given writing topics to help guide your writing or explore your own inspirations.
4. Take all of the given time to write, assess, conference, and rewrite your work.

Day of the Final Assessment:

1. Turn in final copies of your poem along with all rough drafts, conference sheets and rubrics.
2. Once your work has been turned in, I will score your work using the rubric, Summative Assessment A, Student Authored Writing.

Scoring Method and Criteria: A writing rubric will be used to assess student work. See below. A suggested scoring guide would be:

12 points = 100 A

11 points = 96

10 points = 93

9 points = 89 B

8 points = 86

7 points = 83

6 points = 79 C

5 points = 76

4 points = 73

3 points = 69 D

Note: The rubric assumes that students have had multiple opportunities to have their work formatively assessed and a teacher conference. Students should thus be familiar with the rubric and their opportunities for points. Also, the rubric assumes that students scoring 3 points have turned something in. It may not be the best work, but they have made some attempt.

I'm A Poet And Didn't Know It

Summative Assessment 1 Student Authored Writing

| | 4 | 3 | 2 | 1 |
|---|--|---|---|---|
| LA.B.1.3.2.8.5 (Student demonstrates a command of the language (precise word choice)) | Congratulations. Your word choice (precision in vocabulary, etc) demonstrates that you have an excellent command of language. | Good work. Your word choice is excellent in some areas, but you may have misused some words or missed an opportunity for more appropriate vocabulary. | Your vocabulary is still developing. There are very few areas where you used mature vocabulary. Most areas show a lack of maturity in your selection of words. | Throughout your work, you continually use less than precise vocabulary. Your choices show a lack of maturity. Next time, try using a Thesaurus or Dictionary as you work to improve your writing and vocabulary. |
| LA.B.1.3.3.8.7 (Student uses creative writing strategies appropriate to the format (uses descriptive language to clarify ideas and create vivid images)) | Congratulations. Your excellent use of writing strategies (descriptive language and/or creativity with line length, punctuation and rhythm) enabled me to have a vivid picture of what you were writing about. I could see, hear, taste, touch and feel due to your excellent language creativity. | Good work. Your writing strategies are excellent in some areas, but you missed some areas where you could have given more descriptive language in order to enable me to have better picture of what you were attempting to write about. | Your writing strategies are still developing. There are very few areas where you used descriptive language. Most areas show a lack of good pictures and clear writing. | Throughout your work, you neglect to use any type of descriptive language. I can't get a clear idea of what you are trying to show me, nor do I get a good picture. Next time, try adding more adjectives, and descriptive words (words that will help me see, hear, taste, touch, feel) what you are saying. |
| LA.D.2.3.2.8.1 (Student uses figurative language techniques to create and comprehend meaning (similes, metaphors, personification or sensory language)) | Congratulations. Your excellent use of figurative language (similes, metaphors, personification or sensory language) enabled me to truly understand what you were attempting to say. | Good work. Your use of figurative language was excellent in some areas, but you missed many opportunities to include a simile, metaphor, personification or sensory language which would have added clearness and interest to your meaning. | Your use of figurative language is still developing. There are very few areas where you attempted to include figurative language OR you did include figurative language but the comprehension was difficult for me. | Throughout your work, you neglect to use any type of figurative language. I can't get a clear understanding of your meaning. Next time, try adding more similes/metaphors/personification/sensory language that will help me make a connection to what you are trying to say. |