



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from Teaching Fantasy Writing.

[LEARN MORE](#) about this title!

APPENDIX B

Assessment in a Fantasy Unit of Study

DAY-TO-DAY ASSESSMENT

During a fantasy unit, you assess your students every day:

- During immersion, you assess students' developing understanding of the fantasy genre after you read each mentor text and they talk about what they notice about it as writers.
- As students write fantasy stories, you assess in every writing conference as you listen to what students say about their work and as you read their writing.
- You assess when you read students' writing outside of writing workshop.

The information you get from these kinds of assessments will help you with your day-to-day teaching:

- What you learn in writing conferences helps you decide what students' individual strengths and needs are as writers and what to teach them.
- Reading student writing may lead you to revise the unit. For instance, you may see that your class needs to learn something addressed in one of the additional lessons, so you'll swap that lesson for one of the projected minilessons in the unit.
- What you learn from conferences and from reading student writing helps you see if several students have a need that you can address in a small group lesson.

END-OF-THE-UNIT ASSESSMENT

At the end of a unit, it's important to assess what students have learned. This end-of-the-unit assessment will give you the opportunity to name and celebrate what students can now do as writers and also to think about what you still need to focus on in subsequent units.

What should you assess? The answer is to review the unit's goals and the lessons you taught to help students meet these goals. You can then create a rubric to use as you review student work. You can find sample rubrics for the grades K-1, 2-3, and 4-6 units in Online Resources 3.2, 4.2, and 5.2, respectively. Note that these rubrics are designed as tools for you to use, not students! Thus, they aren't "student friendly." Also note that these sample rubrics reflect the lessons I projected for this unit. If you revise a unit, you'll need to revise the rubric to reflect these changes.



You can find the online resources at resources.corwin.com/teachingfantasywriting.

When you read the rubric for your grade, note that for each element of fantasy writing listed, you have the option of checking one of the columns: “Not Yet,” “Getting There,” or “Yes”:

- *Yes* means that the student incorporates this aspect of fantasy writing into their writing.
- *Getting There* means that the student does some of this work, or if the work should happen across the story, does it in some places but not others.
- *Not Yet* means that the student hasn’t yet incorporated this element in their fantasy writing.

Once you’ve completed your assessment of an individual student’s work, you’ve got information that will help you as you work with students in the future. When you’ve checked “Yes” for an aspect of fantasy writing—let’s say for an aspect of structure—you can reasonably expect that the student will be able to incorporate this aspect in pieces they write in future units, even when they are writing in other genres. But if you’ve checked “Getting There” or “Not Yet” for an aspect of writing—let’s say, in several of the criteria for elaboration—you’ll need to give this student more support with this aspect of writing.

