

How students interpret poetry: findings from Assessment Resource Banks trials

How students interpret poetry: findings from Assessment Resource Banks trials

Sue MacDowall and Verena Watson, 2008

This article offers a new look at students' comprehension of poetry. Its findings will be of particular interest to English teachers and teachers working with students to extend their understanding of texts that have complex language features and use figurative language.

Read the full article, [How students interpret poetry: findings from Assessment Resource Banks trials](#).

Click on the link to see a selection of formative assessment resources that can be used to explore poetry.

Resource List

- Full moon tiger
- The Dinosaur climber's kit
- The World Cup Final
- Aeromania
- Making puns
- The Summit
- Trampoline bounce
- Going up in the lift
- Spider
- Looking up, looking down
- Special Holiday Attraction!
- Learning to Read
- Hide-and-go-seek
- Song of the vagabond tomato II
- Sea-dog
- Parcel
- When the air moves
- Haiku
- What is it? II
- If you are not sleeping ...
- Prescription
- Song of the Vagabond Tomato
- Magic stuff
- Dinosaurs II
- Mako shark
- Moods
- The windy night
- Sudden Storm
- Washday for the clouds
- My other jandal
- Hedgehog
- Kokeshi dolls
- Flea feast
- Read a poem
- Poems with verbs, nouns and adjectives
- Let's hear it!

- Making comparisons
- I think - I feel - I dream - I hope
- El Flamo
- What or who are they?
- What is Susan making?
- What or who am I?
- What is this tiny thing?
- What is it?
- What could it be?
- Boy's Song
- What are "they"?
- A school of fish
- Describing an aurora

Published on *Assessment Resource Banks* (<https://arbs.nzcer.org.nz>)