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EDTL 7100

Unit Development- Evaluation

*Evaluation Strategies:*

 To ensure the effectiveness and appropriateness of this contextualized Shakespearean unit, a multitude of evaluation strategies will be used. The strategies will consist of both formative and summative assessments. Additionally, the assessments will take on a variety of forms such as projects, written assignments, skits, group presentations, and quizzes/tests. This will allow for students to practice different skills and to showcase their knowledge of the four subunits.

 A majority of the assessments will be formative in nature. This way, the teacher can gauge student responses and reactions throughout the different subunits before giving a final project or test that encompasses knowledge from all four units. Because this unit can be lengthy and because the units all depend on the prior knowledge of the unit before, formative assessments are very important.

A formative assessment is one that is on-going and can provide valuable feedback as the unit is progressing. Teachers use formative assessments to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction. This unit could include the following formative assessments: teacher observation during the reading of the play, written essays about characters, themes, or ideas, written work like letters and resumes, skits, drawings, and the creation of timelines, maps, brochures, and presentations. All of these assessment techniques are different; some require kinesthetic movements, some require introspective writing, and some require strong communication and teamwork skills. Put together, students can work on improving in other areas of life while demonstrating a strong grasp of the material.

Having a variety of assessments is key in this contextualized learning unit. It is important to engage all students with different types of needs and abilities. Varying the assessments to include the different levels in Bloom’s Taxonomy ensures that students are striving toward higher level thinking. Likewise, including different types of learning activities, such as writing, speaking, listening, researching, observing, drawing, and acting ensures that students will not get bored and will have opportunities to construct knowledge in a variety of ways. The different activities will also help students connect the play to their lives, which is the key feature in any contextualized learning environment.

The summative assessments would take place at the completion of each subunit. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention. The summative assessments in this unit could include unit tests and a final project or exam. At the completion of each subunit, a summative assessment would show the teacher if students reached competency according to the specifications set forth in the objectives. The test would be given to ensure students understand the material before moving on to the next unit. At the very end of the unit, a large unit test or project should be implemented to ensure students meet competency in all unit areas.

In addition, it is important for the teacher to compare the summative assessments between the two units: the contextualized unit and the unit currently being utilize. The teacher would need to look at the summative assessments for each subunit, as well as the overall summative exam/project for the entire unit. This evaluation would show if the contextualized learning unit is doing what it was intended to do; that is making Shakespeare more real and relatable in the twenty-first century. Looking at summative assessments for the contextualized learning experience compared to the unit currently being implemented will help guide the teacher toward more effective instruction and assessment techniques, along with finding areas to improve and tweak for better student understanding.