Evaluation Strategy

 In the sciences, it is extremely important to use formative and summative types of assessment. It is really easy for students to get lost in between all of the hard words and terminology, especially in a genetics unit. Therefore, it is imperative that teachers keep a solid record of student progress. For students that may fall behind with certain concepts, the earlier you catch it, the more likely it is they will recover.

 Formative assessments can be done daily in the science classroom. Every day, I would ask many questions throughout the lesson to make sure everyone is on the same page. If the class happens to be tripped up on a certain concept, I would make sure to modify my teaching to fit their understanding needs. Also, giving the students some time at the end of class to have a short writing reflection on what they learned for the day is a great way to track their progress.

 Summative assessments are almost a must in biology classrooms. If teachers did not have them, how would we know that every student learned the given material? After each segment, I would give the students a quiz to let them know what the important concepts were going to be on the large test at the end of the unit. A unit test would be given at the end of the unit which would include multiple choice, short answer, and essay questions (to accommodate every student’s test taking ability).

 Lastly, I would also incorporate many project-based assessments within the unit to foster the creative sides of the students. For example, I would perhaps have the students make a creative comic strip depicting the stages of DNA replication, transcription, and translation. Another possibility would be assigning a different genetic disorder to each student and having them create a PowerPoint presentation to teach the whole class about their given disorder. There are many create ways that a teacher can assess students in a biology classroom!