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**Evaluation Strategy**

 Assessment is a continuous part of mathematics instruction that improves both teaching and learning math. Mathematics today calls for students to make connections, perform tasks, communicate ideas, and apply mathematics concepts in their daily living. Therefore, the old style of “drill and kill” testing is no longer considered an affective measurement tool. As a result, assessing the mathematics curriculum through formative and summative assessments are keys in creating an effective evaluation strategy.

 The first essential component of formative assessment is for the teacher to determine what the students already know and what they still need to know. This can be accomplished in several ways including pre- and post assessments, KWL charts, and class discussions. Teachers must then use the knowledge gained in these exercises to adjust according to the students’ needs. Adjustments may range from remedial intervention to enrichment activities depending on the independent learner needs. Secondly, formative assessment involves the teachers gathering evidence of students’ knowledge as the learning experiences are occurring. Teachers must continually monitor students’ progress, communicate to the parents about their child’s progress, and check the validity of the lessons they are planning. Lastly, formative assessment for mathematics must include communication, both oral and written, between the students and teacher. Feedback from the teacher, as well as peers in the class, can help students indentify their own strengths and weaknesses in their skill sets in math. Teachers need to pose multiple, authentic questions to the students and ask them to represent their responses through conversation, journal writing, graphic organizers, and physical constructions. This communication is important for two reasons. It allows for greater insight into the thought process of the students so the teacher might develop a deeper understanding of their learning. It also allows for students to make greater authentic connections to real-life problems.

 Summative assessment must also be included in this curriculum design. The summative assessment is used in this mathematics curriculum in helping the teacher to judge the students’ concept mastery. One way that this will be achieved is through fall and spring standardized testing. This will be helpful to the teacher in seeing the individual growth of the students as well as a comparative tool among students. Another form of summative assessment that should occur in this design is communication among teachers through the various grade levels. This communication is imperative for the continued success of the curriculum as it will assure that gaps can be identified and adjustment can be continuously made to close these gaps.