Katie Porter: Evaluation strategies for Cmap project

As an educator, the only way I know whether my students have learned the intended content is through evaluation. I incorporate many different methods of evaluation in order to keep up to date on my student’s current knowledge level. I also allow students to do self and peer evaluations. Formative, summative, self, and peer evaluations are the types of evaluations used in Integrated II science.

Formative evaluations occur throughout the unit. I often have students complete an exit ticket at the end of the class to see if they have met their daily learning targets. I either provide feedback on their papers for them or review the responses immediately with the class. I have mini review games I play where students answer the questions individually on a dry erase board, then get game points for correct answers. Though it is a game to them, I am assessing where individual students, as well as the whole class, stand as far as concept mastery. Formative evaluations also let students know their areas of strengths and weaknesses.

Summative evaluations come at the end of every unit. Summative evaluations can either be in the form of a project, test, or combination of the two. This allows the student to showcase their knowledge gained throughout the unit. Besides tests, I have students complete a variety of projects. For the cell cycle, students make their own video explaining the purpose and stages as the cell cycle and an illustration of each stage using Movie Maker. They have also made posters, written reports about the effect of Styrofoam lunch trays used in their school, and made up games, songs, poems, or skits based on their multiple intelligences.

Self and peer evaluation forces students to take responsibility for their knowledge and incorporates critical thinking skills. Rather than simply see what grade they have received, they use rubrics to grade themselves and their efforts or fellow students. Students grade each other’s Movie Maker projects based on a rubric and offer specific strengths and improvements students should use for the next project. For their cell cookie models, each student evaluates their own cookie using the same rubric that I use. They have to back up these grades with solid evidence from the piece of work they are grading. These types of evaluation are used throughout the year to monitor progress.

Data folders are kept by each student to monitor their semester progress. I create 2 and 4 point standardized test –type questions and students graph their scores and find averages throughout the semester. In the same folders, they also keep track of scores on pre and post assessments to identify strengths and weaknesses. I look over these folders to tweak my teaching according to overall student progress.