**Evaluation Strategy**

Over the past several years the fifth grade Math Curriculum has been very challenging for students. It is proven in the released test scores we see from the State. For this reason, students need to be given feedback often and need to know what it is they do not understand. Therefore, students will be given many formative assessments throughout each three week period followed by a summative assessment that will show the students growth in a three week cycle.

Every three weeks students will be given a new cluster of learning objectives they will be working towards mastering. Before the three week cycle begins, students are given a pre-test to determine where they are at before any new instruction begins. This also allows for the teacher to know if the child needs any acceleration or if they are missing a basic skill that is needed to show mastery at the end of the three week cycle. Once the material is being instructed students are then given many formative assessments throughout the three weeks. These formative assessments are based on the needs of the individual student and are the responsibility of the classroom teacher to create, administer and most of all give feedback, so the student knows where they are at when learning the new objectives.

At the end of the three week cycle students are then given a common summative assessment that is based off of the OAA. The classroom teacher then records the data and determines her student’s weak areas as well as his/her weak areas when delivering the instruction. The data is also used to create intervention teams for those students who need a little bit more time to show mastery in the objectives. Those students who did not show mastery or meet benchmark are then put in an intervention group that meets every day to continue working on those objectives they did not understand. They are then re-assessed and given a second summative to show mastery. Students are keeping track of their progress in their math data folders throughout the three week cycles.

The three week short cycles allow for immediate feedback to the students and the teacher. It allows for a manageable system that keeps in mind the end goals for each individual student. By giving the students both formative and summative assessments it allows everyone to measure, assess and evaluate the learning needs of every student effectively.