Evaluation Strategy

9th Grade Writing

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Success in academics, and the world outside of academia, not only depends on one’s cognitive ability to understand a concept, but rather one’s ability to explain their understanding effectively. Hence, learning to write in a coherent and structured manner is an important skill to attain. Evaluation of this unit will take place through formative and summative assessments.

In segment one of the unit, students will take formative/objective tests that will ask them to recall information and comprehend the function of each of the criterial concepts. Students receiving less than a 90% on the formative/objective assessment will be required to correct incorrect answers and meet with the teacher to explain those corrections. The basic concepts of formula writing are so important, individual conferences are necessary to ensure students have complete understanding of the subject matter. Once students have achieved “mastery”, they will be subjected to a variety of subjective writing assessments, which will require them to apply the concepts they’ve learned to pieces of writing.

Segment two and three will follow the same assessment structure as segment one.

Students must pass the Ohio Graduation Test to receive a high school diploma. Summative assessment will be used in conjunction with junior high test scores to determine whether or not the unit/curriculum was successful.

As a 9th grade teacher, I recognized that I had a great deal of data at my fingertips regarding my students test scores. Students are tested in the 8th grade through the Ohio Achievement Tests and again in the 10th grade through the Ohio Graduation Test. Both tests have been incredibly valuable in evaluating 9th grade curriculum because they both break down and report specifics about the test results. Hence, I am able to view the gains or declines in student learning. This allows me to then adjust the unit/curriculum accordingly to maximize student achievement.