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Curriculum Design

**Evaluation Strategy**

 Math skills are something that everyone needs to be successful in today’s society. It takes time and practice to master basic math skills. Evaluating students is very important. Teachers need to be aware of what students know and what they struggle with. I use a variety of assessment methods for when evaluating my students over this math curriculum. I think it’s important to incorporate different methods so that all learners are reached and have the potential of being successful.

 Formative assessment is something I use in my classroom on a regular basis. I do it in a variety of ways, sometimes when it’s not even planned out. I always do questions and answers in my lessons so I can see who is paying attention, who is struggling, and who is ready to move on or be challenged. I do this by either calling on students or drawing their names on a popsicle stick randomly. During class I also have students rate themselves on their heart. Students know they need to rate their understanding of the lesson taught, from a 0 being that they didn’t understand it at all to a 5 being that they understood it all and are ready to move on. I ask them to hold up 0 -5 fingers over their heart while facing the front of the room. That way I can see their rating but other students do not. As another type of daily formative assessment I sometimes use exit cards in my classroom. When using exit cards I either ask a question relating to the lesson or have students make up a problem similar to ones we did in class. Depending on the material covered, I differ the instructions for the exit cards. I use at least one of these types of formative assessment each day.

 Other types of formative assessment I use are homework assignments such as book work, worksheets, and reviews. I assign something to my students for homework 2-3 times a week. Students rarely have to take them home as homework if they use their time wisely in class and study hall. I take grades on their homework assignments and in class assignments so I have a good understanding of what concepts they have mastered and what they still need to work on. I also use quizzes and tests as grades in the grade book. I usually like to give one quiz per concept, about halfway through. It gives me a good understanding if they learned the basics and if they are ready to use the concept being taught in different ways and build off of it. When forming the quizzes and tests I try to make them look as close to the Ohio Achievement Tests as possible. This allows students to get used to the format before they are bombarded with the actual test in the spring.

 Summative assessments aren’t something that I do a whole lot of on my own. Between administrators and other grade level teachers we are able to pick up on trends of success and also when we see scores that aren’t where they should be. Comparing grade level scores on Achievement Assessments and deciding what should be taught when is something our administrators often do together.

 Evaluating students over the curriculum is essential for success. Assessments show what students know and what they don’t know. They also check for effective teaching. If students don’t perform well on assessments, it’s a red flad for teachers. It is one way for teachers to realize that the information that was presented to the class was not comprehended by the students. Teachers can then look at ways to modify their instruction so students can get more out of it.