Evaluation Strategy

Since grades are not collected and averaged in kindergarten classrooms, evaluations will be based on the following: completion of work, quality of work, correctness of work, participation during discussion, ability to apply content learned, demonstrating understanding of content learned, and ability to follow directions. Students will be given multiple opportunities throughout the unit to display their understanding and knowledge of learned topics. They will also be given one on one time with the teacher at the culmination of the unit to show what they have learned. Many of the lessons completed during the unit are reinforcement activities of previously learned topics. Correctly completing the assignments/projects based on the previously covered material is another way to assess mastery of said skills.

According to the Toledo Diocese Course of Study (2005), kindergarten students are required to understand the following objectives when it comes to science plant standards:

Discover that stories (e.g., cartoons, movies, comics) sometimes give plants and animals characteristics they really do not have (e.g., talking flowers), describe how plants usually resemble their parents, compare variations among individuals of the same kind of plant, observe features of plants that help them live in different kinds of places, and investigate the habitats of many different kinds of local plants and some of the ways in which animals depend on plants and each other in our community. (p. 20)

In order to successfully understand and learn those standards, children need to first learn the basics of plant life. This unit is designed for that purpose. Then when more units follow (an animal unit, for example), they can build upon the basics that this unit taught.

For this unit specifically, students will be evaluated on the following: naming and labeling the four parts of a plant, correctly putting a plant life cycle in order, name the needs of a plant, consistently / correctly filling out the seed journal, and ability to demonstrate mastery in the following previously covered areas: patterning, graphing, sorting, counting, estimating, measuring, writing, illustrating, nutrition, and natural resources. Since the science content of the plants unit is new, student evaluation will be based mostly on that. All other topics/areas covered are considered a review and therefore will only be focused on if many students are having trouble displaying their competency in those areas.