Evaluation Strategy

 **Displaying and analyzing data is a skill that students will use throughout their lives. It is vital that we teach our students the importance of having the skills to read and interpret charts, graphs, surveys, and many more statistical examples. Data analysis is as real world as is gets. Students today need to develop problem solving skills that will allow them to compete in the twenty-first century. “Teaching with a contextual mathematics focus offers additional opportunities for students to apply their reading, writing, and analytical skills to issues or problems they care about in their community or even in the larger world” (Tobias 2002). To guarantee proper evaluation both formative and summative evaluation must be used in the classroom. The evaluation of data should drive the design process.**

 **Formative evaluation is an on-going process that allows the teacher to modify instruction according to the learner. In math this is important to be able to assess how students approach problems. In my unit of Displaying and Analyzing Data, there will be a pre-test to the unit. This test will consist of the five types of graphs and multiple questions to assess if they are able to analyze the graphs to problem solve. The post test will involve the same type evaluation, but will also include displaying data since that is a skill they will develop throughout the unit. Students do weekly writing prompts the will be used as reflections on units to provide feedback to make improvements.**

 **The other formative assessment that I will implement is utilizing the teams already in place at my school. We are lucky enough to have Critical Friends Group; this is designed to give constructive feedback. This unit will be evaluated by other professionals to get educators in order to measure the individual components and the total design. It will also be evaluated by the math department in Teacher-Based Teams.**

 **The summative evaluation is designed to ensure the unit design is doing what it is intended to do. This will be done in a variety of ways, teaching to the eight intelligences. Students will engage in guided notes, guided practice, individual worksheets, pre-tests, post-tests, vocabulary tools, boardwork, homework, writing prompts, reflections, and observations. All the data will be used to make judgments in each phase of the design. The ultimate goal is to evaluate how the learner's did; it helps you know whether the product teaches what it is supposed to teach.**

**The analyzing and investigation of graphs by the students provide valuable information. Every subunit will consist of real life examples from websites, newspapers, or magazines to relate to the real world. Students will also have to create and display their own graphs by doing research or developing student-based surveys.**