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May 20, 2012

Curriculum Design

**Evaluation Strategies First Grade Geometry**

 Within my Curriculum Design Unit, both formative and summative evaluations will be used. It is important to use a variety of methods to evaluate student learning. I will use a series of observations, checklists, exit slips, Flashback Questions, and student work to evaluate learning.

 This unit requires students to show what they know. With that being said, I will use teacher observation and checklists to evaluate student learning. On a clipboard, I list the learning objective and each student’s name. If a student is able to “get” the learning objective, then I will put a check mark by that child’s name. If a student is unable to grasp the concept, I will make a side note. I will use this checklist as a way to determine to whom I need to re-teach the content.

 In addition to the observations and checklists, I will also use exit slips and Flashback Questions. These two assessments are very similar. At the end of my lesson, I will pose a question. An example for this curriculum design may be, “Which shape has four straight sides and four corners?” My students would then write the answer to this question on their slip. This is a quick way for me to assess the students who have met the learning objective. I will also use Flashback Questions to assess student learning. Each child has a Flashback Journal. This journal is where students record their answers to five Flashback Questions. I post five questions at the end of the lesson. These questions are derived directly from the lesson. The students answer their questions in their journals and I will check their work. Again, this is a quick way to assess student learning.

 Throughout this unit, student work can be collected as a way for summative assessment. The student work includes worksheets, quizzes, and tests. Using these types of work samples will provide an overview to see who has met the learning target and who still needs additional help.

 This curriculum design provides many opportunities to use both formative and summative assessments. These assessments can be used in both formal and informal ways. These assessments are critical to asses both student learning and how effectively the content was presented.