Evaluation Strategy

Math in Kindergarten is where the foundation for lifelong math learners starts. These students come to us never being in this type of school setting; where the learning is very rigorous. There are so many new things that the students are learning and experiencing. Math should not be a time that students dread, but students need to be able to use manipulatives, work with other students, and grow in their own way.

Much of the assessment in math starts out as formative assessment as students are works in progress. Each lesson has modeling, collaboration, guided practice, and independent practice. The teacher then assesses by observation of students group work and independent practice. Every day there is a worksheet with the guided practice and independent practice, the teacher will use these sheets to also guide what may need to be retaught as they are collected and reviewed daily by the teacher. At the end of each unit there is a unit test, the teacher would then use the test to evaluate what needs to be retaught or to move onto the next section.

Summative assessment would occur at the end of each quarter as students will be assessed on the standards that were mastered during that quarter. As the teacher assesses there may be certain lessons that need to be revamped or revisited for certain students.

There will also be several informal assessments which might include; observations, question asking, thumbs up, thumbs down, and individual conferences with students are just a few of the informal assessments that can be done to also help further guide the curriculum.

Students will be given many different learning experiences throughout this design and will also be able to build upon and revisit what they have learned. Using formative and summative assessments will aide in the guiding of the direction that the curriculum needs to go. Student learning is at the center of this design and the assessments are put in place to serve as a guide for this learning.