**Evaluation Strategy**

 Throughout this module formative assessments will be happening every day. The most basic formative assessment will be happening through class or partner discussion. Through these discussions as students are explaining their thinking processes the teacher will be able to circulate and pick up on students who are really grasping the concept and students who may need more support. The second formative assessments happens through “problem sets”. The problem set is typically given during the middle of the day’s math lesson. Students are given ten minutes to complete as much of the problem set as possible. After the ten minutes students pair up and discuss how they did. They help each other if they understood a concept that their partner struggled with or discuss their thinking if answers differed. After a few minutes of partner discussion (during which the teacher is doing more informal observations of the conversations) a whole group discussion takes place in which we talk about things we did really well or things we struggled with. This helps the teacher see where the focus for the remainder of the lesson for this day really needs to be. The final formative assessment which happens at the end of the lesson every day is an exit ticket. Students are to complete the exit ticket as their final step for math. This exit ticket will show the teacher how her students did on the concept that day and if more time is needed on it or if they can continue moving on.

 Summative assessments are done two times throughout each module (lessons are broken up into 8 modules throughout the year). These assessments contain problems that are like the ones found on the problem sets and exit tickets. However, at the end of these assessments the papers are not used in a discussion but only for the purpose of the teacher seeing where their students are excelling or struggling. These assessments let the teacher know how students are doing at the mid-point of the module and at the end of the module. If students are not grasping something or if there are gaps then teachers know where extra support is needed or what their students really understand.

 Both forms of assessment are used to guide future instruction that is in the best interest of that particular class.