

## **Evaluation Strategy**

When teaching a content area like mathematics where each skill continuously builds on the next skill, it is important to evaluate often. Doing this allows for the teacher to correct any student misunderstandings and also allows the teacher to assess the effectiveness of their teaching strategies. Based on this, I have developed the following evaluation strategy.

This curriculum design is intended to start out the Kindergarten year. When students enter Kindergarten, they come in with different amounts of knowledge based on their previous experiences. Some students have went to preschool and already know how to count some while others have no experience with numbers at all. Because of this, I believe it is important to start with a formal assessment. This assessment will be a pre-assessment to see where each student in the class is individually when it comes to counting and numbers. This assessment will be able to be given as a summative post-assessment at the end of the unit as well. This summative assessment will be used to check for student understanding and to check for growth. These two types of assessments will be used at the beginning and end of each new concept taught.

Between the formative pre-assessment and the summative post-assessment, a variety of informal assessments will be used to check for student misconceptions and understanding. These informal observations will consist of checklists, observations, discussions, exit slips, etc. This will allow me to see if students have mastered key skills necessary or if they need to continue to work on them. This information will be used to decide when the students are able and ready to move onto the next concept.

In addition, this curriculum design is designed in a way that allows students to continuously work on their counting and number skills all throughout the design. For example at

the beginning, students only need to be able to count, read, and write numbers within 10 to be successful in the next concept being taught. Once students have mastered that skill, we can move onto the next concept but students will continue to practice counting, reading, and writing numbers that are beyond what they already know as well. These skills will be continued to be evaluated through both formal and informal assessments as well.