**Curriculum Design**

**Evaluation Strategies**

**By: Michelle Felkey Boyed**

Writing is a process. It begins with ideas and focuses and narrows as ideas are written, revised, edited, written, revised and edited again. Therefore, because of that process, evaluation of this curriculum design should be summative and formative respectively.

Formative assessment allows both the teacher and the student to track the process and the development of the writing skills stated in the curriculum. Since writing is a process that takes time and practice, assessment should also be spread out over time and practice should be allowed before the final assessments are completed. It is not fair to evaluate students on their first drafts of a writing piece and oftentimes, even after that “final”, piece, it is evident that more practice needs to be done. Formal assessment should not occur until the student has practice the skills numerous times.

Formative assessment of the writing curriculum allows the students and the teacher to be involved simultaneously. The teacher is involved by workshops and reviewing the material with the students. The students are involved in formal or informal writing evaluations and reflections. Self-assessment and peer evaluation are often overlooked in the grading of writing projects. Formative assessment allows for the students to take an active role in assessing their writing and the writing of others.

Having been given opportunities to practice and revise numerous times, students will then be more ready to be evaluated more formally. Summative assessment should act as bases as to which the educator evaluates the level in which a student writes. These assessments should serve the purpose to assess which areas of the writing curriculum a student is excelling in and which areas need to have more focus.

Writing assessment can be much differentiated based on the students’ needs and writing levels. When summative assessment occurs in the middle of the year and at the end of the year, the students’ needs can be evaluated and adjusted. The times in between each evaluation period serve as practice time in which the students are evaluated more formatively.

Assessing writing should be a process. It should occur over the course of the entire school year rather than by on an assignment to assignment basis. Summative assessment will allow the students’ to become critical participants in their writing evaluations. Formative assessments help the educator to touch base with each student while focusing on one small sampling of skills at a time.