Evaluation Strategies

The evaluation is an important component to determine if the curriculum design is effective. Throughout the curriculum design, the evaluation strategies used will help determine if the learning outcomes for the students are being met or not. According to Chiarelott, “generally, formative evaluation is considered an evaluation of work in progress while summative evaluation provides a comparative analysis between or among curriculum designs to determine which is better/best” (pg 43). Formative and summative evaluation strategies will be used throughout the 1st-2nd-grade special education math curriculum design.

 Before starting each subunit, a pre-assessment will be given to the students to determine what they already comprehend, know, and what they can recall from their memory. Differentiated instruction will be used with the students and the subunits will be taught to each student individually at his or her own learning pace. Using these pre-assessments will be a good indicator of baseline data to use when starting to teach each subunit to each student.

Formative assessments will be used throughout and continuously embedded in the math curriculum design. Formative assessments will be used continuously all over the subunits to evaluate whether the learning outcomes are being learned or not. Formative assessments are important to differentiated instruction because I can use different strategies to fit the specific learning styles, needs, and abilities of the students. Some formative assessment that would be used are using dry-erase boards, paper and pencil, counting out loud, observations, displaying answers using manipulatives (blocks, shapes, concrete objects), and visual representations. Using these formative assessments all over the subunits allows me to evaluate if the students are successfully learning the concept or not. If they are not meeting the learning objectives, then I can adjust my teaching and use repeated practice to provide additional instruction for student growth.

 Finally, summative assessment will be given to provide evidence that students have mastered each learning outcome and the goals of each subunit of the math curriculum design. This summative assessment will provide necessary information about the 1st-2nd grade special education math curriculum design concerning the effectiveness of the curriculum. The goal of the math curriculum design is to help students with special needs learn math at their own rate to be successful in daily functional living and in the school environment. The results of the summative assessment will determine whether there needs to be any changes, additions, or modifications within the curriculum design.

 References

Chiarelott, L. (2006). Curriculum in context: Designing curriculum and instruction for

teaching and learning in context. Belmont, CA: Thomson Wadsworth.