Evaluation Strategy

Before starting this lesson, we will be able to use standard measures of our students to be able to determine some background knowledge. Data collected from standardized measures, like AIMSweb, Star Tests, and previous school years' tests to gather a baseline for student capabilities. This will aid the teachers lesson planning, intentional groupings and assessment options.

This material comes with the opportunity to give the students a pre-assessment. The pre-assessment doesn't tell the teacher if the students know the new material, but rather a more useful skill, it assesses whether or not the students have the prerequisite knowledge to be able to learn the new concepts.

Students and teacher will go through the unit and engage in guided practice, where the students and teachers practice the concepts together. Many teachers use this time to loosely see which students are ready to move on and which are still learning. By the quickness and correctness of a response or by the hesitation and uncertainty of a response a teacher will be able to modify instruction. Once students are able to apply the concepts on their own, they will independently work in their workbook for the hammering home of the concept. Most teachers use this workbook material as more formative assessment to decide the nature of further instruction.

Also, within the unit the teacher can use hand-on "games" and activities built into the chapters to reinforce concepts taught during each lesson. This is an opportunity for the teacher to monitor student achievement and formatively assess student growth. Simply watching the students play the game will give the teacher an idea of the ease with which students are playing

and their understanding of the concepts. The teacher can use this data to either, reteach the content or extend the learning opportunity. Students will be using play based learning to reinforce the teachers' concepts, it also allows students the opportunity to learn from each other and achieve the same learning outcomes together.

Finally, at the end of the unit there is a summative assessment. The summative assessment will, via paper and pencil, ask the students in a variety of ways, questions to assess their understanding of the concepts taught in the unit. The design of the summative assessment requires students to use their knowledge of the concepts and apply them to possible problems they have not yet encountered. Therefore, if the students have a true mastery of the skill, they should be able to apply it in any situation, in or out of context of the math test. This ability to compartmentalize the information shows a true understanding of the skill.

References

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