**Evaluation Strategy**

Math is part of students’ everyday lives. It has been proven that students are struggling to understand math concepts and skills necessary to be proficient and successful in the real world. Math needs to be introduced to students in a new way that reflects the way that students learn. During this evaluation process, there are actually two aspects that need to be evaluated: the students’ progress and achievement during the course of the year and the success and failures of teaching in a block schedule. The two types of evaluations that will be made in this curriculum include both summative and formative assessments. The teacher will be conducting majority of the evaluations, as he/she is the predominant person in the student’s academic success.

In order to evaluate students’ progress, formative evaluations will be made throughout the course of the math curriculum. Since formative assessments are considered “a work in progress”, these assessments should be given and evaluated in a consistent manner to assure that the learning outcomes are being met and to evaluate if the content is age and/or developmentally appropriate. To begin this process, a pre-test or survey and post-test should be given at the beginning of each unit and at the end. It is important to have that initial pretest as it will be the foundation to determine the benchmarks that were or were not met during the course of the unit. There needs to be basis for comparison. Teachers will be able to determine if each individual student has met the outcomes and it also provides the teacher with a self-evaluation of the teaching of the unit.

Other types of formative assessment are through teacher observations and performance based assessments. Teachers should keep track of students’ progress throughout the course of the unit being taught, whether through practice problems, homework assignments, and/or journal entries. Teachers will need to evaluate student progress through a multiple of sources in order to make a summative evaluation in the future. Teachers should also continue to educate themselves on how to correctly make use of the time in block scheduling, whether this includes discussion with colleagues and/or professional workshops and conferences.

In addition to these formative evaluation procedures, a summative evaluation should be conducted at the end of each school year. For over a course of three to five years, this summative evaluation should be compared and contrasted for the pros and cons over the course of the years with the curriculum. Districts should evaluate this process and determine the benefits from the program. Discussions between teachers of the curriculum and principals, along with student achievement scores, should be the overpowering source in determining the success of the curriculum.