**Evaluation Strategy**

**9th Grade Social Studies Unit on South Asia**

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Developing educated and responsible citizens is a major purpose of the American educational system. We, as educators, are charged with creating the 21st Century adults who understand the world around them and are able to analyze major events happening in the world and the impact those events can have on their own lives. Social studies in our world today has no higher duty than to accomplish this. We live in a world that gets smaller everyday and our ability to communicate this to our students is of utmost importance.

Having said this, the evaluation strategy of this curriculum becomes even more significant. Both formative and summative evaluation will be necessary to properly determine if the goals of this course in general, and unit in particular, are being accomplished. Formative evaluation in the form of paper and pencil tests will be utilized. The tests and quizzes in this course will be set up in the same format as Ohio Graduation Tests to better assist students. The tests and quizzes will utilize short answer, extended response, and multiple choice. Along with these, periodically online projects will be used such as having students use the internet to find issues of current significance for this region of the world. Students will need to analyze and provide their own thoughts regarding these issues.

Due to the pressure placed on schools in Ohio to perform on standardized tests that are found at the later stages of the school year it will be important to place formative assessment early in the school year to establish benchmarks in each course to see where students stand in regards to the Ohio standards. In the same respect, summative evaluation of the entire course (and its individual parts) will be absolutely essential for the same reason. This will require that teachers and administrators periodically (not more than every three years) review the annually collected information for the course. Teachers will be responsible for their individual courses and the units within, while administrators need to acquire each department’s performance compared to like districts in the state.

Finally, data analysis and value-added analysis will need to be used to determine progress. Ultimately the goal is to achieve the level of “Excellent with Distinction” but if and when that occurs learning should not (will not) cease or even plateau. There is always progress that can be made and value-added analysis will assist in this process.