

## Evaluation Strategy

The purpose of this curriculum design is to incorporate technology into a 10<sup>th</sup> grade chemistry unit on atomic theory. Technology is needed in the curriculum to enhance student learning and to encourage the development of technological skills. As a result of the improved curriculum, students exiting 10<sup>th</sup> grade chemistry should have improved scientific literacy that will allow them to understand concepts such as nuclear power and allow themselves to make informed opinions regarding its use.

Formative and summative evaluation techniques will be used to measure the curriculum's effectiveness. Scores from tests modeled after the Ohio Graduation Test would be one form of formative assessment. It is important to note that while this curriculum design is attempting to contextualize learning, students are still required to pass the OGT. This formative assessment technique serves two purposes: preparing students for the Ohio assessment and to provide feedback on the curriculum. Another formative assessment is to use knowledge surveys both before and after instruction and to compare the results. Student interviews will also be useful. Projects from subunit 1 and subunit 2 would receive special attention, as these are the most drastic changes to the curriculum. Previously, these topics were covered in a teacher directed format where students followed notes through a presentation. Here students are asked to research and create a presentation about the subjects using technology.

Summative evaluation is a long-term evaluation of the program. A summative evaluation usually begins three to five years after the curriculum starts (Chiarelott, 2009). In order to evaluate the curriculum using summative techniques, I would compare the results of the Ohio

Graduation Test to past years. Along with the curriculum director, we would evaluate whether the newest curriculum is having a positive impact on student learning.

#### Works Cited

Chiarelott, L. (2000). *Curriculum in context: Designing curriculum and instruction for teaching and learning in context*. Belmont, CA: Wadsworth.