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EDTL 7100

**Evaluation Strategy**

Realizing that knowledge is not isolated from experience, the evaluations in this unit will be a blend of formative and summative, with an increasing focus on summative as the unit progresses. I am a strong believer in varied assessment for successful learning and thus will employ a diversity of tasks to my students. I also want to note that my evaluation plan would be modified anytime that it appears the students need more time on a particular concept.

Throughout the first section of the unit, quick formative assessments will be used to gauge student understanding of the concepts being used. Exit activities will be an important part of daily lessons and classroom discussion will be used to ensure the students understanding of the material. While not every student will participate in discussions, I will also use brief quizzes to ensure understanding of the material.

As we move from definition to application, the assessments will become a bit more structured and specific. With each text that the students encounter, they will be asked to fill out a sheet that identifies the rhetoric devices used. Reading quizzes will be paramount to success, as the students’ homework will include longer selections, which will then be discussed and parsed in class. Thus it is crucial to check that the students understand the content.

The last section of the unit will consist of a bevy of writing assignments. Students will be challenged, in-class, to create compositions that analyze a singular source. Classroom discussions will still be just as important, as I will be able to check for students’ immediate understanding or questions. Within this section, the evaluations will become less “scripted” by the teacher and more student-driven. The unit will culminate with an extended analytical paper in which the students will be charged to evaluate sources of their own selection. Within the scope of this assessment, students will demonstrate their knowledge of the terms and content covered throughout the unit.

Each evaluation strategy aims to assess students’ knowledge in a unique fashion. While some may seem repetitive to the students, with practice comes skill. Given that this is a composition course, it is both expected and appropriate to culminate with a writing assignment instead of a test. As mentioned above, these evaluations are somewhat tentative and would change if I noticed the students were not grasping a particular concept.