Evaluation Strategies

 Evaluation is a critical ingredient to all effective curriculum design and teaching strategy. Without effective evaluation strategies and procedures it is unclear whether the teaching strategies we implement and the learning outcomes we have set have been effective and achieved and therefore it would be impossible to determine the effectiveness of the curriculum being implemented. For these reasons formative and summative assessment strategies will be applied throughout this unit.

 The unit will begin with a pre-assessment that will be given to all students as a way to establish baseline data that will be used at the end of the unit to measure student growth. The pre-assessment also is used as a tool to help group students for differentiated instruction using readiness grouping. The pre-assessment will show which students already possess knowledge of the topic, have mastered the topic, or may need remediation on the topic. This allows extending student learning or applying interventions when required.

 Formative assessments will also be a vital evaluation strategy that will be implemented throughout each subunit and as we as the unit as a whole to measure and monitor student learning and curriculum effectiveness. Every assignment or activity a student is asked to participate in, whether it is an independent classwork assignment, a group project, a homework assignment, or simply observing students during instructional time, will be used as a formative assessment. Formatively assessing the students using all assignments ensures that the instructor will be able to identify struggling learners that may require additional instruction before a summative assessment is given, which by that point would be too late. Formative assessment for this unit would not be restricted to paper and pencil assignments. For example, students may also be formatively assessed using a “thumbs up, thumbs down” strategy during instruction to show students understanding of the material being presented. Also exit slips may be utilized to allow students to ask questions about the unit without requiring them to ask questions in front of their classmates. Combining paper and pencil strategies with more discrete methods of formative assessments it is more likely to receive valid information on student learning and curriculum effectiveness.

 Finally, at the conclusion of the each subunit and the unit as a whole there will be summative assessments that will provide a picture of the overall success of the curriculum and student achievement. The summative assessments, that would be conducted over a periods of three to five years, would provide the instructor and administrators with valuable information regarding the effectiveness of the curriculum and allow for the design to be altered or changed in any areas that are found to be weaknesses in the curricular unit.