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Evaluation Strategy

EDTL 7100

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The evaluation used for this unit needs to be used as a planning tool not only for the teacher but also for the students. Research has shown that learning is increased when students set goals for themselves and keep track of their progress. (Marzano, 2006) Keeping this in mind, this unit will consist of formative assessments that are both formal and informal. These assessments will include pretests to assess prior knowledge and posttests as summative assessments. The results of the pretests will be used to decide which direction the instruction needs to go, and for the students to decide what they would like to know more about and set their own goals. The majority of these assessments will be pencil and paper, but some informal evaluations will be utilized as well as cooperative group activities. Immediate feedback from these assessments will again guide the teacher in planning and also help students track the progress that they are making in their learning.

Other large scale and more long term assessments will be given to evaluate the students’ progress. A DRA (Diagnostic Reading Assessment) will be given at least twice a year to evaluate a variety of reading skills. Also, the state standardized tests are a way to evaluate progress especially when looking at the AYP (Adequate Yearly Progress) of each student. While these types of assessments are not always the most loved, they are a part of education today, and therefore should be taken into consideration. These assessments are also appropriate because most of the reading concepts are introduced in earlier grades and built upon each year, so tracking a child’s progress from year to year evaluates the long term effects of the curriculum.

References

Marzano, R. J. (2006). *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.