Evaluation Strategy

 In this time of rapid innovation and globalization, it is imperative that students achieve maximum individual growth toward developing effective communication, research, and thinking skills as well as a strong sense of their connection to the rest of the world. It is just as important that students develop the critical thinking skills that will enable them to become effective problem-solvers and team players. Therefore, the effectiveness of this course is vital and should be evaluated through both formative and summative assessment.

 The basis for formative evaluation in this course will be the pre-assessment data collected at the commencement of the class. Students will be given the course’s post-test as a pre-assessment. This will act as the baseline for attaining individual student growth. This assessment will be administered at the end of each subunit or unit of study to chart student attainment of goals and personal growth. While this will provide detailed data reflecting the effectiveness of the differentiation, other sources of formative evaluation will be necessary to gauge the effectiveness of the curriculum itself. One source of evaluation could come from portfolios of student because it would illustrate the strengths and weaknesses of the class. Student surveys and teacher-student interviews would also be valid gauges of curricular effectiveness. Another avenue of formative evaluation could come in the form of a peer walk through or observation by an administrator. Teachers could also videotape or podcast a lesson and receive feedback from curriculum specialists at central office.

 Formative evaluation could also include the evaluation of students’ Community Problem-Solving Project. The research, interviews, solution, and evaluation conducted by students during the project would provide a plethora of meaningful results that will aid teachers in evaluating the effectiveness of the course.

 For summative evaluation, teachers and curriculum designers can administer to teachers and pre- and post-assessments or surveys within three to five years of implementation. Comparisons between this course and other courses that aim to develop global awareness would also suffice for summative evaluation. The data collected from the summative evaluations combined with the findings of the formative evaluations will paint a comprehensive picture of the effective aspects of the course. All of this information should amply support reflection, modification, or adaptation if it is deemed necessary.