Evaluation Strategy

 Students will be evaluated a variety of ways over the course of the year. They will be evaluated on the literature read, writing pieces, elements of literature covered, and the essential question. I will use formative and summative assessments on a regular basis, and the district will also give tests covering elements of literature and basic comprehension skills.

 Formative assessments I use often, and will be using for the curriculum shown, are: pit-stops, teacher-student dialogue, class discussions, and journal portfolios. Pit stops are a technique I use in class for a “keep them on their toes” form of assessment. After new material is covered, I will ask the students to raise their hands or write on a sheet of paper their level of understanding one to five. One being that they don’t know it really at all and five being that they could take a test and think they could get the answers right. I will also be able to give students a formative assessment grade for their conferences with me over their readings and for their participation in class discussions. Their journal portfolios also are a formative assessment. I develop prompts for the students to answer daily that help them relate to their readings, writings, and elements of literature that we have covered in class. These prompts also have to do with the essential question many times. I find that the journal prompts really get the students in the mindset to think about their reading and how it relates to them and the overall goal of the unit.

 Summative assessments at the end of the unit will include multiple choice, true false, short answers and matching and essay tests. These tests will cover everything from grammar and literary elements to information about the readings and notes we have taken in class, to an essay about the essential question and tying the essential question to the reading and written assignment they were given over the course of the unit.