Evaluation Strategy

Math is a fundamental skill which people need to survive and prosper in today’s society. People in society must be able to count money, use measurements for cooking and be able to balance a check book. These are minimal skills needed and do not take into consideration Math skills which may be needed for various occupations.

One of the first forms of formative assessment to use would be a pre test at the start of the year or units. Short quizzes would also be a good way to gauge students learning throughout a unit or units of study. Exit slips would also allow for assessment from students. Class work and homework results would also give the teacher an idea if the students are grasping the material or not. Teacher observations and the use of clickers will help the teacher assess what content students are learning.

Summative assessment would include testing in which students would need to demonstrate if they have mastered a skill at grade level or not. These results would be gathered three to five years after the curriculum has been implemented. This would be done at the end on a unit or units. This could be done in the form of tests or projects. If students did not master the content at the end of a unit the teacher should go back and re-teach the skills that were not learned. It would also be interesting to follow students through a school system and see at what grade level they are interested in Math and then where in their academic growth they become disinterested in Math. Questions could be written to ask students how they feel about Math, projects that they liked and did not like and concepts that they struggle with.

State test would be used to gather data on students learning every year. Value added and AYP scores would be used to track curriculum results. This would be done over a period of years and should be compared to other curriculums in other school districts.

One of the areas of concern will be if unit 6 geometry should be taught after units 7,8 and 9 which are the units on fractions. The idea behind this possible shuffle in order would be that the curriculum would immediately continue to build on the number operations strand and teach geometry at a later date.