**5th Grade Math: Evaluation Strategy**

Math has already been established as one of the most difficult, yet important subjects to both teach and learn. If we appropriately emphasize the importance of mastering mathematical skills and concepts, then students may begin to recognize how pertinent these ideas really are. With this in mind, teachers and administrators alike need a way to know whether or not students comprehend the material to the point where they can reiterate it and explain it in successful manner. As a result of this, students will be evaluated with both formative and summative assessments.

The main form of evaluation that will take place as a result of this curriculum design will be formative. Teachers will prepare assessments according to the Ohio Academic Content Standards associated with each unit. In order to monitor student progress in each unit, before administering formative evaluations, teachers will be encouraged to do informal observations through prompts, verbal question-asking, and other forms of informal assessment in the classroom. In addition to these types of assessments, pre- and post-assessments will be used to determine student understanding before and after content is taught. Also, all students will be required to do at least two major projects at two separate points of the year that display their understanding of two separate unit concepts in one way or another.

In addition to this, in order to evaluate the success of the curriculum, surveys will be distributed teachers, students, and parents to determine how it has impacted student learning and parent understanding concerning their child’s learning. This survey will be answered in the form of a Lykert scale and will be given at the beginning and end of each school year in order to assess the curriculum program and receive feedback from teachers, parents, and students.

As far as summative assessments are concerned, the 5th grade math Ohio standardized test titled the Ohio Achievement Assessment will serve as the major summative assessment for the school year. Due to the fact that the questions on this assessment are derived from the objectives set in this curriculum design, the Ohio Achievement Assessment will be an appropriate form of evaluation for this structured design.