Evaluation Strategy

 In order to survive in the real world, students must have a basic understanding of math principles and problem solving. As the Common Core (2010) suggests “For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement in this country.” Students will be evaluated during this course using a variety of formative and summative assessments. Tracking the student’s abilities in each of the units will be extremely important to address misconceptions and difficulties so that students can continue to build a strong foundation in math. When parts of the units are not mastered, it will be difficult for the students to advance to the next level. It would be like building a house on a foundation with holes. It can be done, but the house will be a little shaky.

 The course will be evaluated through the students’ progress on pre- and post-assessments as well as state testing data. The fifth grade math teachers will work together to evaluate needs and strengths of the students during weekly goal setting and progress monitoring meeting with teacher PLC’s (Professional Learning Communities). Observing the lessons and evaluating student projects will give the teachers a picture of how well the course is working and give a snapshot of whether students are ready to move on. Evaluating student progress on IXL, a computer-based mathematics, will also allow teachers to evaluate the effectiveness of the curriculum.

 The course can be evaluated over the next few years to see how much progress is being made on the Ohio Achievement Tests. If the testing results continue to stay stagnant, the curriculum should be reevaluated at the fifth grade level and the lower grade levels as well. Talking to teachers at the sixth and seventh grade levels will also give the fifth grade teachers an idea of what content is sticking with the students and where misconceptions are still being made. Working together within the grade level, as well as the lower and upper levels, will be important so the overall math foundation that students are leaving the school with is solid.