**Evaluation Strategy**

 Science is just as important as math and reading. It is a part of our everyday lives. However, science seems to get placed on the back burner in many elementary classrooms. It is essential that science be taught in elementary so the students can develop their critical thinking skills.

 Evaluation is necessary to determine what the students know and to see what information has been retained from the lesson. The first way in which to evaluate the students would be to do a pre-assessment. By administering a pre-assessment the teacher can identify what the students know and where they should start within the unit. This can also give the teacher insight on what more the students want to learn about within the unit.

Formative evaluation is an important way to evaluate what the students have learned throughout each section of the unit. Within this unit there will be observations by the teacher as well as by the students. This would include the teacher walking around the classroom while the students work in small groups or independently. Students can also become involved with the observations. They can observe what other groups are working on and report back to the teacher what they saw. Summative, pencil and paper, evaluations are another way to evaluate what information the students have retained. This is not an ideal form of evaluation in elementary science classes. Students need to able to manipulate objects in science so they can better understand the concepts being taught. This can also be evaluated through experiments.

Formative evaluation is not the only form of evaluation. Summative evaluation is also important. However, since third grade science is not tested on the Ohio Achievement Assessment we are unable to document the results of what has been retained by the students right away. We have to wait until they are older to determine if what was taught in the third grade was retained and if what was taught is helping them to continue to grow and build upon their educational foundation. By having more than one evaluation strategy we are offering our students more than one way to retain information. Each and every student is different and we as teachers have to be there to help them achieve their educational goals.