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Curriculum Design Project: Evaluation Strategy

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<schlosser.evaluationstrategy.doc>

**Evaluation Strategy**

In order to determine effectiveness of the curriculum, a well-rounded evaluation consisting of formative and summative assessments will need to take place throughout and at the end of the curriculum. For this unit, there will be pre- and post-assessments, formative assessments, as well as summative assessments. Throughout the implementation of this curriculum, an assessment portfolio will be created and developed by the teacher, in order to record what was done during this unit curriculum. This portfolio will be used to determine the effectiveness of the unit curriculum and whether the outcomes were met over the span of three to five years.

**Pre- and Post-Assessment**

At the beginning of each subunit, students will take a pre-assessment in order to determine the students’ foundational knowledge of the content. For measuring effectiveness, the data collected will be a baseline when measuring student growth for the post-assessments. In regards to instruction, I can do an item analysis and differentiate my instruction based on the degree of the student knowledge. I will also be able to determine which students will need intervention if basic prior knowledge has not been mastered yet.

The post-assessment as the end of subunit will provide insight into the progression of students’ understanding and the degree to which they mastered the content. The post-assessment will most likely be incorporated into the summative assessment for the subunit, which is not to be confused with the summative assessment of the entire unit curriculum. The end of the subunit assessment will be a test that will measure whether students achieved the learning unit outcomes. When analyzing the scores of the pre-assessments compared to the post-assessments, if there is an increase of score in the post-assessment, then that would indicate a fulfillment of the outcomes for that subunit. The pre- and post- assessments, scores, and examples will be kept in an assessment portfolio in order to record what was done for the unit curriculum.

**Formative Assessment**

Throughout the implementation of the unit curriculum, formative assessments will be incorporated in order to see the progression of students meeting the unit learning outcomes. Formative assessments are used to inform a teacher of the students’ mastery of a topic. Formative assessments will include exit or entrance tickets, homework, quizzes, and problem tasks. Formative assessments will be expected to be incorporated into each lesson. The formative assessments, scores, and examples will be kept in the assessment portfolio in order to record what was done for the unit curriculum.

**Summative Assessment**

After three to five years, a summative assessment for the unit curriculum design would be the standardized test scores of the students. An increase in scores would reflect a positive degree of success of the unit curriculum. Investigation of the assessment portfolio may also be used to see the degree to which the population of students over the years achieved the learning unit outcomes. This investigation evaluation could look like seeing whether student scores increased overall, within each year, and as the years progressed. If the curriculum is modified for certain years, then this portfolio could also be used to see whether there is a change in student improvement.