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Evaluation Strategy

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Ninth Grade English Language Arts

A strong foundation in English language arts skills will help a student to be successful in all areas of academics. The four major areas of English language arts: reading, writing, vocabulary, and grammar serve as the foundation for the skills that are needed in all other areas of study. The evaluation of these areas would include both formative and summative evaluation. Formative evaluation would evaluate students in their immediate development of skills. Summative evaluation would evaluate how students build upon the English language arts skills they have developed.

Formative assessment would include written quizzes and tests that are modeled after the Ohio Graduation Test (OGT) standardized questions of multiple choice, extended response and essay response. Other types of formative assessment would include: pretesting the students on already known concepts, comprehension and analytical questions, writing assessment and classroom observation. These assessments would measure both the curriculum and instruction as they pertain to the outcomes identified for each of the four areas of study. The formative assessments would be evaluated by the classroom teacher and may also be evaluated by other English language arts teachers to ensure that standards are being met and that the students are being prepared for the OGT and other standardized tests.

Summative assessment of the curriculum should be collected annually and evaluated for adjustments to the curriculum that need to be made. A summative evaluation also needs to be done over a period of three years using both pre- and post-evaluations to see how students have retained the English language arts they have obtained. The evaluation process should be led and completed by teachers, administrators and guidance counselors. The summative assessment will provide feedback to teachers in regards to what skills students are readily retaining and which need further study. The analysis will also help teachers and other staff members determine where the curriculum may need to be modified and adapted and also what areas of the curriculum need to stay as they are.