**Evaluation Strategy**

 This unit will use both formative and summative evaluation methods to gauge the level of comprehension by the students, and also the strengths and weakness of the unit. These two different types of assessment will be used throughout the unit in the appropriate manner and timeframe, and then the results will be used to determine whether or not the students obtained the appropriate goals, and to make changes to the curriculum in coming years.

 Pre- and post-assessments will be used as an evaluation strategy. Both of these will be a type of summative assessment. Before the unit is started the students will be given a pre-assessment that determines what they already know about clouds, frontal systems, and weather. This will help me to format my teaching according to needs that the students have in regards to the weather curriculum. If they already know a lot about cold and warm fronts, then there is no need to recover these topics. After the unit is over, a post-assessment will be given to determine if the students have learned what the goal of the unit intended them to learn. This post-assessment will not only allow me to determine this, but also what I need to change about this unit for future students in order for it to be a more effective unit.

 I will also informally assess the students throughout the unit. This will be done in the form of discussions, asking probing/leading questions, and generally questioning the students in regards to what they are learning. This will allow me to quickly gauge whether the students comprehend the material, or if I need to re-explain something or describe a process or concept more in depth. This is a very useful tool for a longer unit such as this one is. Longer units tend to have more time and learning between assessments. This could be a problem if the students don’t understand a process or concept right from the beginning, so informal assessments help alleviate this problem.

 I will also use several performance-based evaluations throughout the lesson. These will take place in the form of mini-quizzes, final lab results, gaming activities, and modeling activities. The quizzes will be in-depth analytical quizzes that cause the students to apply their knowledge and not just regurgitate facts and figures. The lab results will be a large determiner of the students’ content acquisition. This will be one of the two main focuses of the formal assessment. The most telling piece of evaluation will be the final project in which the students will need to read a weather map, create a weather map, and forecast the weather based upon atmospheric conditions. These assessments will allow me to determine “weather” or not the unit on weather was a success.