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Evaluation Strategy

High School Health: Nutrition Unit

As teaching has progressed, the days of handing out notes for a chapter, going over those notes, repeating that a time or two, then passing out an end of chapter, multiple choice test and subsequently moving on full-steam ahead or gone. In today’s educational environment, the needs of all learners must be met and the old way does not cut it in terms of meeting the needs of all learners. The ways teachers accomplish this are many, but I focus on a couple, formative assessments and a variety of quality summative assessments.

Formative assessments are when data is collected on students but the data is not recorded in the grades of the students. I would use a variety of formative assessments in my class. Lesson review questions from the book are nice because you know they line up with the information taught in class and required by Ohio Department of Education standards. However, formative assessments can things as simple as exit cards or asking students to bring in or right down an example from home of the information that was hopefully learned in the previous days lesson.

Doing all of this formative assessing is great, but it doesn’t mean much if you don’t do anything with it. The formative assessments should help to drive the days lesson by allowing for the learners who understood the material to either move on or learn enrichment material, or for those who aren’t quite sure what’s going on in the class to get that extra bit of help to learn the material. This differentiation does not have to take place every single class and that doesn’t mean that every single student is going to completely master the material before you move on, but it puts the students in the best position to succeed and to keep those who might normally be bored waiting on the others to catch up from turning into discipline issues.

Finally, the summative assessments need to be quality, but also varied in their approach. Quality means that it does indeed assess whether the material learned in class was learned. If there is information on the test that was not discussed in class then that is not a quality assessment. Also, the type of assessment should provide opportunities for all learners to display their understanding of the material. Again, that that does not mean that every time you give a summative assessment the students need 10 options of how to complete the assessment. It simply means that you do not give tests only the entire course or PowerPoint presentations only, but that there is some variety afforded to the students. Frequent formative assessments and quality, varied summative assessments allow todays teacher to do their job of teaching to all learners to the best of their ability.