**Evaluation Strategy**

Students throughout this unit that will last multiple weeks, depending on the level of understanding of the students, will be evaluated through the use of formative instructional practices strategies, which are as defined by Battelle for Kids as:

 *a process, both formal and informal, that teachers and students use to know where they need to go in the intended learning, where they are and how to close the gap. Its purpose is to collect evidence to inform learning—for both the teacher and student.* (<http://www.battelleforkids.org/Resources/Hong_Kong/Formative_Assessment.html?sflang=en>)

Information that is collected from the use of formative instructional practices will be used to drive instruction of the unit, especially in terms of creating and extending learning activities.

Since economics is part of our daily lives, all activities and evaluations should incorporate those skills into real life situations in order to make it meaningful for students. Therefore, assessments need to match those needs in order prepare students to be competent in a global economy.

Additionally, students will be evaluated through performance activities such as creating a business project to incorporate all of the learning outcomes into a real life situation, creation of a budget for a family for a week, and maintaining a banking log. Rubrics will be created and utilized to help assess individual learning during this project. Students will create and explain bar graphs displaying data collected through various activities throughout the unit. Some of these graphs can include but are not limited to plotting a daily balance of an account or a budget. A simplistic evaluation measure will be as simple as the creation of lists showing wants and needs. A summative test will be given at the end of the unit covering all of the learning outcomes.

Works Cited:

Information taken from Battelle for Kids website, retrieved 2/18/12
http://www.battelleforkids.org/Resources/Hong\_Kong/Formative\_Assessment.html?sflang=en