Matthew Seasly February 21, 2012 EDTL 7100 Evaluation Strategy

**Evaluation Strategy**

 To measure the overall effectiveness of a fifth grade science curriculum, a combination of formative and summative assessments must be included. Assessments ensure that the content is covered and that the student’s needs are addressed and maintained. Formative assessments are generally considered to be “works in progress”, ongoing, and begin immediately upon the inception of the curriculum. They usually occur at minimum, one to three years of the curriculum’s implementation, because this allows the curriculum to evolve and change as needed throughout the school years.

 Formative assessment includes a number of released test questions (OAA) from the state of Ohio, classroom observations and discussions, pre-tests before units/subunits, exit slips, and interviews. These assessments are great indicators on the curriculum’s effectiveness and should be administered by a classroom teacher, but the results may be shared with administrators and/or curriculum directors. Students should also have the results shared with them, as they play a critical role in the curriculum being effective. Formative assessments are invaluable pieces of information that every teacher should utilize when creating, implementing, and/or maintaining a curriculum.

 Summative assessments should not occur until at least the third year of implementation. The reason being, these types of assessments are generally used to compare the new design against the previous design. Someone other than the classroom teacher should administer these assessments. Even though the OAA is given every year in fifth grade science, they provide great examples of summative assessments, because they are designed to measure the number of academic content standards students have effectively learned. Value-Added performance scores for students, also help in determining how many standards were learned over a specific time period by measuring the amount of growth a student has made in one academic school year. Both of these performance indicators help in the evaluation process of an effective curriculum.

 To ensure a proper curriculum’s development, with a successful and meaningful evaluation process, teachers, administrators, and/or curriculum directors should attend professional development opportunities to learn new and innovative techniques in making a curriculum and classroom successful. Gaining new insight from colleagues and seeing what works within other grade levels or schools can be very beneficial, and provide a teacher with the necessary tools and skills to develop, implement, and maintain an effective curriculum.