Evaluation Strategies

 Students will be evaluated through both formative and summative assessment. I would begin the each unit doing an activity known as KWL, which means, what do you know, what do you want to learn, and what have your learned. This gives me an idea where my students are in the curriculum. It is similar to a pre-test and post-test because the L-part of KWL doesn’t come till after you have finished the unit.

A majority of the first two units will be formative assessment. Students will be given tests and quizzes so I am able to see where they are at in the curriculum. I can ask myself questions such as; do I need to slow down, do students comprehend the material, and are there students I need to assist outside the classroom? Students will also do presentations over material taught. They will present to the class their understanding of the differences in digestive systems through a power point. Students then can compare and contrast their ideas and I am able to see how the understanding of the content is coming across.

The last subunit is all summative assessment. Students will be graded on their ability to dissect the animal. They must label and distinguish parts from each species and have an understanding of what the organs do. I will ask questions to individuals in the group and take grades on their responses. Students will then look at each animal’s digestive tract and differentiate the digestive tracts between species. At the end of this unit students will write a summary on what they have learned through the unit and what has been the most beneficial to them in the educational process.