Part III: Evaluation

1. Evaluation Philosophy

2. Example Unit Evaluation

1). Evaluation Philosophy

I believe that evaluation should be a reoccurring and constant process. When teaching, educators should evaluate their students’ abilities before, during, and after instruction. This is important to ensure that learning is actually happening. In order for a student to effectively gain knowledge one must activate prior knowledge, provide new information, assess how well students absorbed the knowledge, and ret each if necessary. I believe the most effective form of assessment is formative assessment because it is a reoccurring method of assessment through which short comings can be found and corrected accordingly. I agree with Rick DuFour’s opinion when he says “The difference between formative and summative assessment has also been described as the difference between a physical and an autopsy. I prefer physicals to autopsies (Atkins: Pg xxxiii introduction).” If summative assessments are to be used, I strongly advocate project based learning or written assessments. These types of assessments are far superior at evaluating what the student actually knows versus what they can memorize.

Formative assessments that I would use in my classroom:

* Questioning
* Discussing
* Using exit or admit slips
* Peer and self-evaluation
* Partner or group work
* Journals and/or learning logs

Summative assessments that I would use in my classroom:

* End of unit testing
* End of term or semester tests
* State or district benchmark tests

2. Example of Unit Assessment:

Below is the work sheet that the students would fill out as we go through the unit. During student teaching I will only be using this for this unit. When I have my own classroom I feel like this would be a great whole year portfolio idea so that when final grade assessments arrive the students have a self-made study guide or alternative evaluation.

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| Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_Place Name: | Picture: |

Introduction: *Brief Description to include, time period*

Geography: *Describe the Empires Location in relation to modern time places*

 People and Society: *Describe art, music and other significant cultural facts*

Government: *What type of government does this place use?*

Economy: *Describe trade goods, trade methods and currency*

Resources: *Describe resources natural, geographical*

Transnational Issues: *Discuss any issues (good or bad) with other nations*