

Name \_\_\_\_\_ Period \_\_\_\_\_

## Design Worksheet #13

### EVALUATION STRATEGY

**Prepare an Evaluation plan for these levels:**

- Level 1: How do students react to specific education events in your instruction?  
Did you meet your goals and objectives in an acceptable way?
- Level 2: Can students actually do what you are teaching them to do or learn?
- Level 3: Can teachers track this in the school over time later on? How is this done?

	<b>What Data to Collect</b>	<b>How to Collect Data</b>	<b>When to Collect Data</b>	<b>Where Data Is Collected</b>	<b>Who is Responsible for Data</b>
<b>Level 1:</b> Student Reactions	ASK: How well do you like this instruction? How good was the navigation? How relevant was it for you & your interests? How valuable is this information to you?	Ask students to answer questionnaire that we prepare. We will give them a scale of 1 to 5 to respond.	Same day they finish the last segments and quiz.	In the history classroom	Tony Ye
<b>Level 2:</b> Learning Results	Did the students actually learn the knowledge, skills, and attitudes that the instruction was supposed to teach? We will have multiple choice & specific answer questions.	Ask students to use our multimedia project & do the assessments (pre and post tests). The history teacher will administer the quizzes. Ask students to do an oral report in class on a topic in our project.	In March. Collect quizzes. History teacher grades oral reports on topics.	We will grade the quizzes and enter all scores into the matrix (we create it) for each student & compare their scores.	Melanie Steven
<b>Level 3:</b> <b>(Optional)</b> Application in the Lives of Students	Answers to our topic's questions on unit or semester exams.  Each student will tell affects of something in own life today that is result of new things from the Gilded Age.	Use observation surveys (also called behavioral scorecards). Can add questions about our topics to unit or semester exam to find out if they still remember info.	3 or 4 months after they use our lesson material	In the history classroom.	Names of teachers who track over time any improvement in students' skills & attitudes.



**Describe how you will analyze the results of the level 1 data.**

We will create a questionnaire that we will ask each student to answer. We will ask them to choose a number on a scale of 1 to 5 to respond to our questions about their reactions. They do not write their names on the pages. We will make totals of the responses for each question and enter the numbers on a matrix.

**Describe the kind of assessment you will use for your instruction.**

[EXAMPLES: Multiple choice; Columns to match the items; Open-ended questions; Essay; Specific-answer questions; Sentences with key words missing; Instructions to perform a specific activity; Role play; and Simulation.]

We will prepare a pre-test and a post-test with 1.5 pages of multiple-choice questions. We will also ask 10 specific answer questions where students will write short answers or write a few specific words to answer the questions.

During our instructional project, we will ask students to reflect on certain aspects of the Industrial Revolution that continue to have an influence on their own lives now in the 21<sup>st</sup> Century. In a short oral report, all students will share specific ways that these aspects affect their lives today. The history teacher of each class that uses our project will grade the students' report on a form that we give them.

**What structure will you put in place to collect evidence (data)? This information will show that students can do something new and/or better than they could before your instruction.**

1. We will put together pre-test and post-test questions and the correct answers.
2. We will create a form for teachers to use as they grade the students' oral reports.
3. We will write the questions for the questionnaire and get copies of it made for all the students to use.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Approved by \_\_\_\_\_ Date \_\_\_\_\_