

# Assessing Student Progress

Student assessments are linked with each STC® learning goal in science content, skills, and attitudes. In assessing students, teachers incorporate their observations of classroom activities, student work products, and oral communications. STC's assessment strategy includes pre- and post-unit assessments, embedded assessments, student self-assessments, and additional resources.

## • Pre- and post-unit assessments

In the first lesson of each unit, students share their knowledge of the topic and what they want to find out. This allows teachers to tailor learning to students' knowledge and interests. Students revisit these questions during a matched post-unit assessment. By comparing pre- and post-unit responses, teachers can evaluate student growth.

## • Embedded assessments

Embedded assessments are integrated within the unit's context; therefore, assessment becomes seamless with learning. Each embedded assessment provides students and teachers the opportunity to evaluate individual student performance and allows teachers to adjust learning experiences accordingly.

## • Student self-assessments

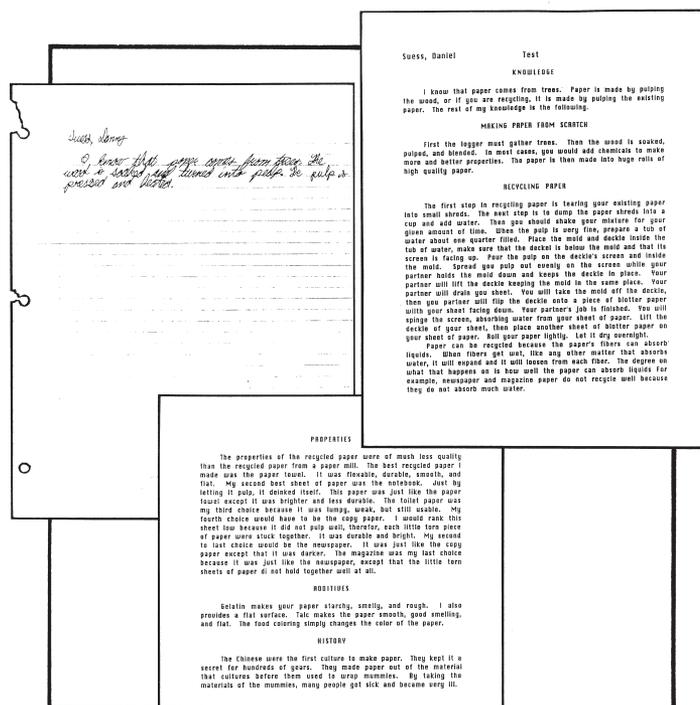
Providing students a tool for self-assessment encourages them to be reflective about themselves, to develop an understanding of what they know and do not know. Student self-assessments can inform the teacher's instructional strategies as well.

## • Additional resources

Each unit includes a series of additional assessments that teachers may use to evaluate students' ability to solve problems related to the content of the unit. These strategies include review of student portfolios, field observations, paper-and-pencil assessments, and debates.

**When I talked with middle school teachers, all I used to hear was, "Golly, what did these kids learn in K-6?" Now, instead of negatives, I get all positives. The word from teachers is that kids are much better prepared.**

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Sample pre- and post-unit assessments written by a sixth grader during The Technology of Paper unit