

STEP FOUR: METHOD OF EVALUATION

The fourth step in the process, the method of evaluation, is very closely linked to the method of student performance and involves the same three areas — modes of student performance, Bloom's Taxonomy and partial participation. Students should be evaluated on their assignments with equal weight being given to each mode of presentation. Written work is not made more valuable than oral or artistic work. In this way, contributions are of equal value and a student who cannot write is not devalued in the eyes of the class.

Bloom's Taxonomy should be used in the development of test questions. However, if different levels of questioning such as analysis, synthesis, or evaluation — which are not typical test questions — are included, the student should be prepared for this type of questioning. It is not appropriate to deal exclusively at the knowledge, comprehension, and application level in the classroom and then expect students to make the leap into the higher levels of thinking on test questions.

The main point to remember is that, in multi-level instruction, evaluation is based on the individual levels of skill of the students.

SUMMARY

In multi-level instruction: a concept is determined; a variety of methods of presentation are employed to meet all learning styles; choices are given in assignments to allow all students to participate; and evaluation of students is based on the individual ability levels of the students. Multi-level instruction is a means of developing lessons that allow all students to participate to their fullest extent, and be legitimate members of the class.