**Candace Meyers**

**Phonics**

**Evaluation Strategy**

 We all use our reading skills everyday; reading the newspaper, reading medicine labels, or reading an enjoyable book. Therefore, it is crucial that students learn to how to read and be able to read unfamiliar words they come across. For that reason, evaluation of this curriculum design involves both formative and summative evaluation. Formative assessment is to monitor progress of phonics and summative assessment is compare curriculum designs to determine which is best over time.

 Formative assessment will be evaluated in multiple ways. Students will be assessed through classroom observations, work samples, student data binders, informal reading inventories and in their everyday reading. Student will also be tested three times a year with a standardized test to show progress or no progress. This curriculum design is set up to assess students’ everyday through observations.

 Summative evaluation usually doesn’t begin until at least the third year of implementation. When using the summative evaluation one has to look at data over the years. Data can be pulled from your curriculum director or administration. Unfortunately, phonics is a hard skill to evaluate through Ohio Achievement Test scores or standardized testing. Summative evaluation will most likely be assessed through the teachers who are teaching it. Over the years, teachers need to collect data on their own and see if students are progressing in the future in their reading skills. From data collected, changes may need to be made to make the curriculum design stronger or may need no changes at all.