**Evaluation Strategy**

 The evaluation of this curriculum involves both formative and summative assessment. Formative assessment is used to monitor progress in reading development and the application and process skills that go with the reading curriculum. Summative assessment is done to assess that the curriculum over time accomplishes its goals of developing skilled readers.

 Formative assessment includes paper and pencil tests that model the state’s standardized test of multiple choice and extended response. Fluency checks, portfolio assessment and classroom observations would also take place. The assessments would be a measurement of the curriculum and instruction as they pertain to the outcomes identified for the concepts.

Formative assessment is used at the beginning of the year to set a benchmark from which progress is measured throughout the year. The formative assessment would be used to place students in Title I and to group them into reading ability groups. Formative assessments would be given by teachers and the data will be analyzed by teachers and administrators to identify the resource needs.

 Data for summative assessment of the curriculum should be collected on yearly basis, but evaluated over a period of no less than three years. The evaluation process should be led and completed by the curriculum director and/or administrators. Reading data from the first grade state diagnostic test and dibbles assessment would be used for analysis in the evaluation process. Over time the reading diagnostic test and dibbles assessment can help administrators find weaknesses in the curriculum and instruction. The data would allow administrators to make adjustments to better align the curriculum with academic standards. It would identify areas in which outcomes are not being met.