**Evaluation Strategy**

Education today revolves around standardized testing which comes in two different formats. Many students on Individual Education Plans (IEP) participate in alternate assessment instead of the regular standardized testing. In a district two percent of the total population is allowed to participate in this assessment. The ultimate goal for each student is to document the child’s progress on their IEP goals. Second, information needs to be gathered for alternate assessment documentation to be sent into the state. Information can be gathered in a variety of ways and the documentation should be collected in the student’s personal portfolio that is left in the classroom.

 A formative pre-assessment would be given at the beginning of the entire unit. This will provide the teacher with each student’s strong areas as well as weaknesses. The pre-assessment would include a variety of topics that would be included throughout the checking account unit. This would allow the teacher to plan accordingly for all of the different academic levels in the classroom. After the pre-assessment, documentation could be gathered in a variety of ways. Work samples could be collected. A work sample could include copies of the student’s checks, student checkbook registers, or pre-made worksheets. Paper and pencil documentation will differ depending on the skill the students are learning. Teacher observations combined with pictures could be used for IEP documentation as well as alternate assessment documentation. Parents would also be informed on their child’s progress using IEP progress reports both at the midterm and end of the quarter.

 At the end of the unit, a post-assessment should be given to each student to determine the growth that each student has made. This teacher can analyze the data and determine the areas the student still needs to practice. The information gathered should be used in determining the child’s IEP for the following school year.