**Evaluation Strategy**

Dawn Bryant

Incorporated into the curriculum are both formative and summative assessments. Due to the nature of Kindergarten, much of the evaluation of this curriculum must be done through observation, however, other methods, such as work samples and interviews are also used. The assessment of letter-sound identification must be done through a one-on-one evaluation method. The students will be shown the letters and must identify the letter name and sound associated with that letter. A simple checklist for each student can be used to monitor progress.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is an assessment to be given three times a year. It tests students on letter naming fluency, initial sound fluency, phoneme segmentation, and nonsense word fluency. Interventions can be planned for students that are at-risk in any of these subtests. This also shows whether students are making progress in these areas throughout the school year.

The reading series has end of unit tests to be administered every six weeks. The subtests include letter identification, phonics, phoneme segmentation, comprehension, high frequency words, and writing. These tests can be used to determine whether the students understood the topics of each unit.

Rhyming and syllables can be done through a one-on-one assessment. There are rhyming file folder games and worksheets as well that can be used as an assessment.

Using the student’s daily journal as a work sample gives the teacher an idea of how the student is applying the letters, sounds, blending, and phoneme segmentation skills.

The teacher can assess the student’s skills in decoding text individually or in small groups. This is usually done in reading groups and can be assessed by keeping a running record of a student reading a text at his or her reading level.