



# Evaluation Guide



## Evaluating Student Process

The **Fun With Phonics**<sup>TM</sup> curriculum provides evaluation pieces to help guide your instruction. These pieces are a part of the teacher's tools. Evaluation in the classroom is not only a tool for measuring learning, but is also a tool for guiding learning. Because all children have different strengths and learning styles, a variety of tools for evaluating student progress and knowledge have been included. In all evaluations, if a child has not mastered a letter recognition skill, more instruction in that area is required. After providing more instruction, evaluate the child again. If at any time you are finding that more than fifty percent of all your students are not mastering a particular letter skill, it is time to look at your instruction methods and re-think your approach. Remember, children have different learning styles. They need opportunities to learn through visual stimulation, physical movement and manipulation, and sensory and auditory experiences. When planning your lessons, try to include all of these learning styles.

The **Fun With Phonics**<sup>TM</sup> Instructor's Manual guides you through instructional strategies that support the diverse learning needs in your classroom. If, when you are conducting your evaluations, you find that a child has not mastered a letter, try a different instructional approach. For instance, if you have provided auditory instruction, try giving the student a sensory learning experience or provide physical movement and manipulation with the letter to reinforce the concept. Please follow the evaluation guide to know when to use each evaluation piece. The **Fun With Phonics**<sup>TM</sup> Evaluation Guide contains an explanation of each evaluation piece and how it should be used.

The **Fun With Phonics**<sup>TM</sup> Instructor's Manual makes the evaluation process easy for you. At the end of each group of 5 letters, you will find a review lesson and an evaluation piece. A monthly progress report is also included. The other evaluation pieces are yours to use as you see fit. On the following pages, you will find an outline of all the evaluation pieces included in the **Fun With Phonics**<sup>TM</sup> curriculum and how to use each one.

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# Fun With Phonics™

Monthly Evaluation

Child Name \_\_\_\_\_

## Letter Recognition Checklist

Use the Letter Recognition Checklist to record information from the evaluation lessons in the Instructor's Manual.

Letter	Month	Auditory Recognition	Sensory Recognition			Receptive Recognition			Expressive/Visual Recognition		
			Child response:			Child response:			Child response:		
			Name	Sound		Name	Sound		Name	Sound	
a				ă	ā		ă	ā		ă	ā
A				ă	ā		ă	ā		ă	ā
t											
T											
c											
C											
s											
S											
r											
R											
o				ö	ō		ö	ō		ö	ō
O				ö	ō		ö	ō		ö	ō
d											
D											
g											
G											
l											
L											
h											
H											
i				ï	ī		ï	ī		ï	ī
I				ï	ī		ï	ī		ï	ī
j											
J											
m											
M											

# Daily Evaluation Tools

## Daily Phonics Evaluation Checklist

*Use the Daily Phonics Evaluation Checklist (Form 9001) at the end of each letter lesson.*

The Daily Phonics Evaluation Checklist is to be filled out at the end of each letter lesson. At the end of each lesson, evaluate each child one on one. Show the child the letter flashcard. Ask the child to tell you the name of the letter and the sound of the letter. Then, ask the child to tell you a word that begins with that letter. If the child can identify the name, put a √ in the “N” column. If not, supply the answer and put a circle in that box. If the child can identify the sound, put a √ in the “S” column. If not, supply the answer and put a circle in that box. Remember, EVERY child gets a letter sticker whether he/she is able to identify the letter or not. If the child has not mastered the letter, do some review and reinforcement activities with that child. Evaluate the child again at the next evaluation period. If the child has mastered the letter, leave the circle you made from your previous evaluation and put a √ in the circle. If not, leave just the circle and continue to provide extra instruction and various learning experiences. Use this chart to guide your instruction for each child. If over fifty percent of your class have not mastered a particular letter, provide extra instruction and learning experiences for the entire class.

## Letter Knowledge Observation Checklist

*Use the Letter Knowledge Observation Checklist (Form 9002) throughout each letter lesson.*

Observation is an important evaluation tool. Children will often demonstrate knowledge in the comfort of a learning setting that they are not comfortable displaying in a formal testing setting. Observe your students during your lessons and throughout the day. When you observe them demonstrating letter knowledge, indicate so on the Letter Knowledge Observation Checklist. A blank observation page has also been included for you to record anecdotal observations of your students.

## Reader Checklist

*Use the Reader Checklist (Forms 9003, 9004) to keep a record of each child’s level of reading.*

The Reader Checklist is a tool to help to keep a record of each child’s reading level. Two options have been included. Choose the option that works best for you.

## Reading Behaviors Checklist

*Use the Reading Behaviors Checklist (Form 9005) when reading one-on-one with students.*

Reading behaviors are an important part of reading success. These help children through the process of reading. Observing these behaviors can help you understand your students’ levels of independence and confidence with reading. Use the Reading Behaviors Checklist when you are reading one-on-one with students to get a clear picture of their reading progress.

# Letter Chart 1

a	t	c	s
r	S	A	T
C	R		