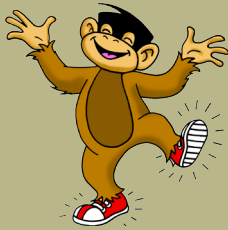


# Academic Success for All Learners

## Making a *Difference*



Sam & Friends

*Academic Success for All Learners is making a difference in classrooms just like yours and in some of the toughest learning environments around the globe. Our programs will make a difference in the reading abilities and confidence of your learners. The Reading for All Learners Programs will make a difference in The Five Essentials:*

- (1) phonemic awareness,*
- (2) phonics, (3) fluency,*
- (4) vocabulary, and (5) text comprehension.*

# Reading for All Learners Teacher Self Evaluation

# Academic Monitoring

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## Academic Success for All Learners

[www.iseesam.com](http://www.iseesam.com)

131 North 1175 West #5 Logan, UT 84321 Phone: 435-755-7885 Fax: 435-755-6069

# Self-Evaluation Checklist: Academic Monitoring

<b>Skill 1. Assignment Clarification</b>			
Students understand what is expected of them.			
<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Are students required to demonstrate they know how to accomplish assignments?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are students taught how to use self-monitoring procedures to evaluate their assignments?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are assignments written out rather than presented orally?	1 2 3 4	1 2 3 4	1 2 3 4
d. Is there a clear procedure for communicating with parents regarding homework assignments?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

<b>Skill 2. Assignment Follow-up</b>			
Students are expected to complete their work according to established standards and deadlines.			
<b>Evaluation Questions</b>	Observation 1	Observation 2	Observation 3
a. Are the format requirements of assignments in terms of length, neatness, and accuracy specified?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are students required to make corrections to inaccurate or incomplete assignments?	1 2 3 4	1 2 3 4	1 2 3 4
c. Does the grading of assignments reward accurate and timely completion?	1 2 3 4	1 2 3 4	1 2 3 4
d. Do assignment correction procedures diagnose subskill deficits?	1 2 3 4	1 2 3 4	1 2 3 4
Notes:			

**Circle a rating scale number for each question.**

**Rating Scale: 1 - No Change 2 - Minor Problems 3 - Major Problems 4 - Insufficient Information**

### Skill 3. Seatwork Monitoring

During seatwork, the teacher circulates around the classroom, checking all students' work and providing assistance to students.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Does the physical layout of the room facilitate easy movement among students' desks?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are random selections of students' work checked during independent seatwork?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are students encouraged to recognize when they need help and ask for it?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

### Skill 4. Daily Monitoring

Students' work products are monitored on a daily basis, and rates of learning and levels of understanding, or performance, monitored.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Are cues from students used to modify instruction during a presentation?	1 2 3 4	1 2 3 4	1 2 3 4
b. Are students required to demonstrate understanding during instructional presentations?	1 2 3 4	1 2 3 4	1 2 3 4
c. Does teacher recordkeeping monitor individual skill acquisition?	1 2 3 4	1 2 3 4	1 2 3 4
d. Are worksheets checked in an accurate and timely fashion?	1 2 3 4	1 2 3 4	1 2 3 4

Notes:

### Skill 5. Instructional Alignment

Academic monitoring reflects alignment among curriculum, instruction, and testing.

Evaluation Questions	Observation 1	Observation 2	Observation 3
a. Do comprehensive tests of student mastery adequately sample the instructional content?	1 2 3 4	1 2 3 4	1 2 3 4
b. Do comprehensive tests of student mastery adequately sample the required curriculum?	1 2 3 4	1 2 3 4	1 2 3 4
c. Are test results used to adjust instructional procedures for the class as a whole?	1 2 3 4	1 2 3 4	1 2 3 4
d. Are test results used to adjust instructional procedures for individuals?	1 2 3 4	1 2 3 4	1 2 3 4
e. Does the instruction focus on the curriculum?			

Notes: