



Evaluation Checklist Teacher Instructions

After you complete each lesson, rate the student’s performance on the line next to each key objective. Students receive a **2** if they meet the objective, a **1** if they partially meet the objective, and a **0** if they do not meet the objective. Consult your state or district standards to be sure that students receive a **2** on all objectives aligned to your standards. If necessary, give individual students additional instruction and practice activities in the target area so that they receive a **2** in the majority of the chapter objectives.

Unit 4, Chapter 1 Evaluation Checklist

Student Name: _____ **Date:** _____

Rating: (2) Met Objective (1) Partially Met Objective (0) Did Not Meet Objective

LESSON	SKILL EMPHASIS	KEY OBJECTIVES ¹
1	Listening & Speaking	<ul style="list-style-type: none"> ___ Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations; adjective (<i>busy</i>); other (<i>not</i>) ___ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations; adjective (<i>busy</i>); other (<i>not</i>) ___ Ask and answer questions using phrases or simple sentences ___ Participate in a class discussion about the ease/difficulty of jobs
2	Listening & Speaking	<ul style="list-style-type: none"> ___ Listen attentively to presentation of target vocabulary: <i>Carousel</i> nouns, occupations ___ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: <i>Carousel</i> nouns, occupations ___ Ask and answer questions using phrases or simple sentences ___ Execute oral directions ___ Orally describe occupations and actions using a coordinating conjunction (<i>and</i>) ___ Match tools with related occupations ___ Interview a family member, teacher, or neighbor about the tools needed in his/her occupation
3	Listening, Speaking, Reading & Writing	<ul style="list-style-type: none"> ___ Orally describe people’s occupations using pronouns ___ Make oral statements using possessives ___ Write simple sentences using possessives ___ Label target vocabulary: <i>Carousel</i> nouns, occupations ___ Read a nonfiction article about the U.S. president independently and orally respond to factual comprehension and critical thinking questions

¹ Each lesson contains additional integrated skill objectives, but the focus of each lesson is on the key objectives. Most key objectives are reinforced in subsequent chapters.

Evaluation Checklist



LESSON	SKILL EMPHASIS	KEY OBJECTIVES
<p style="text-align: center;">3 (continued)</p>		<ul style="list-style-type: none"> ___ Listen attentively to presentation of target vocabulary: other (<i>responsibility</i>) ___ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: other (<i>responsibility</i>) ___ Use books and the Internet to gather information and complete a report on an early American president (George Washington, Thomas Jefferson, or Abraham Lincoln)
<p style="text-align: center;">4</p>	<p style="text-align: center;">Reading & Writing</p>	<ul style="list-style-type: none"> ___ Point out book features such as cover, title, author, and illustrator ___ Make predictions ___ Listen to a story and respond orally by answering factual comprehension questions using short phrases or simple sentences ___ Identify and produce rhyming words ___ Contribute to the writing of a class poem
<p style="text-align: center;">5</p>	<p style="text-align: center;">Listening, Speaking, Reading & Writing</p>	<ul style="list-style-type: none"> ___ Listen attentively to presentation of target vocabulary: adjectives (<i>friendly, noisy</i>); other (<i>experience, most, least</i>) ___ Recognize and demonstrate comprehension of target vocabulary through verbal and nonverbal communication: adjectives (<i>friendly, noisy</i>); other (<i>experience, most, least</i>) ___ Read help wanted ads with the class and answer factual comprehension and critical thinking questions in writing ___ Execute oral directions ___ Provide oral explanations to support decisions ___ Use common social greetings and phrases (<i>What do you do?</i>) ___ Participate in a role play ___ Read riddles and respond in writing by answering factual comprehension questions