



**CHEC
INDEPENDENT
SCHOOL**

PARENT EVALUATION HANDBOOK 2024/2025

*And Jesus increased in **wisdom and stature**, and in favor with **God and men**.*

Luke 2:52 NKJV

Wisdom: Intellectual Growth
Stature: Physical Growth

Favor with God: Spiritual Growth
Favor with Men: Character Growth

Hello!

Thank you for purchasing the CHEC Independent School Parent Evaluation! In this handbook, you will find instructions and helpful tips for filling out your Parent Evaluation. I strongly recommend reading and following all the instructions closely to ensure a smooth end-of-year submission process. 😊

WHAT TO KNOW BEFORE YOU BEGIN

- **IMPORTANT NOTE: 80% of Parent Evaluations are completed incorrectly and are returned for corrections. Please follow the detailed instructions below to prevent this from happening to you.**
- **WHO:** The following evaluation is to be completed only by the parent or guardian (who was notated on the 24/25 enrollment as doing the majority of the teaching) of a home-educated student whose family is enrolled in the CHEC Independent School. ***A separate evaluation needs to be purchased and filled out for each student you are evaluating.***
- **WHAT:** You will be evaluating your student's progress in five different areas: intellectual (academic) growth, physical activities, spiritual growth, character development, and life skills. All of these areas are included because we believe students should be given credit for all areas of growth in their lives, not just "book work."
- **HOW: *If filled out properly, this evaluation will take several hours and/or days to complete.*** Because this evaluation is being used in lieu of a nationally standardized test or professional evaluation, please take the task of evaluating your student seriously. ***The CHEC Independent School reviews each evaluation and maintains the right to reject it if it is not thoroughly filled out.***
 - If the student's grade is modified on your 24/25 application, answer the questions with reference to their modified grade, not their age-calculated grade. For example, if their

age-calculated grade is 5th, but you've modified their grade to 4th, then answer the questions according to the 4th grade level.

- If you didn't teach a subject, but marked a grade level and can't remove it, then write the following under question #2 of that section (or question #3 for Section 1F): **"This subject was not taught during the 24/25 school year."**
- When answering each question, please write a paragraph consisting of **3 or more complete sentences**.
- Refer to the Parent Evaluation Checklist on page 7 to make sure everything necessary has been included in your evaluation.
- **WHEN:** Please set aside the time, **as this evaluation will take several hours and/or days to complete**, to thoughtfully and carefully evaluate your student. We suggest that you pray for God's insight and wisdom as you are filling out this form.
- **THOROUGHNESS:** The goal is to gain a comprehensive picture of the student's progress. If a subject has been taught, all questions must be answered (even if taught in conjunction with another subject). An acceptable evaluation needs to include:
 - Specific answers – answering with 3 or more complete sentences.
 - Completion of all required subject fields (Sections 1A–1E, marked with an *), including a thorough list of completed material and resources used.
 - Completion of all fields for any and all additional subjects that were taught this year (Sections 1F–1L), including a thorough list of completed material and resources used.
 - Detailed explanations, giving examples, of the student's work (can include life experiences).

EXAMPLES OF A CORRECTLY COMPLETED EVALUATION

Below is an example of how the evaluation should be filled out for questions #2–#6 for 1B – Spelling/Vocabulary. This example shows how to complete the Spelling and Vocabulary section if it is taught in conjunction with other subjects.

NOTE: When asked to write or explain your answer in a paragraph, please answer using 3 or more complete sentences.

(EXAMPLE FOR QUESTION #2) List the materials and resources (e.g. worksheets, textbooks, books, online resources, etc.) that were used to teach Spelling/Vocabulary.

IEW – Phonetic Zoo; Spelling and Vocabulary online resource <https://www.spelling-words-well.com/free-vocabulary-worksheets.html>; Science book – Apologia Exploring Creation Through

Astronomy; History library books: Brady by Jean Fritz, and biographies of George Washington by Will Mara, Benjamin Franklin by Ingri D'Aulaire, First Family Abigail and John Adams by Joseph Ellis

(EXAMPLE FOR QUESTION #3) Write a paragraph giving detailed explanations of what your student was taught this year in Spelling/Vocabulary.

I used Phonetic Zoo, without the CD, and tailor it towards Mary's learning style. Mary memorizes a spelling rule or jingle (for example, the spelling rule for "ai" and "ay," the "ie" rule, etc.), and she studies the appropriate word list on the card we are working on for that week. I quiz her on the words two times a week and Mary writes each word in her notebook. She is quizzed on any word(s) she missed at the end of the week. If Mary is unfamiliar with words in her list, she will look them up and write a sentence with the word (e.g. yield).

In addition, I incorporate her spelling and vocabulary with our science curriculum and history as well. I select vocabulary words in the chapter we are studying for that week and use them as spelling and vocabulary words (e.g. astronomy, gravitational pull, satellite). This helps Mary learn new words and concepts.

I also use spelling word games and vocabulary worksheets from the website <https://www.spelling-words-well.com/free-vocabulary-worksheets.html>. Mary learns how to put together letters to make a word with the word scramble sheets, e.g. milpes = simple

(EXAMPLE FOR QUESTION #4) What specific aspects of Spelling/Vocabulary were most difficult for your student? Explain this in a paragraph.

Mary has difficulty with some of the spelling rules she has to remember (e.g. the "sh," "ti," "ci" rule). She has trouble knowing when to use "ur," "ir," or "er," or when to use "ee" or "ea." She also struggles when using words that are pronounced the same, but are spelled differently (e.g. to, too, two, or their and there). At the end of the week, we work on anything she had difficulty with that week.

OR – if your student is not having difficulty in this area...

Mary doesn't have difficulty with spelling or vocabulary. Mary has always loved to read and she learns many new words through reading. If she comes across a word she doesn't know the meaning of, she will look up the word and find the definition that applies to the content of the book without any prompting. Her spelling and vocabulary continue to grow each year.

(EXAMPLE FOR QUESTION #5) In what ways did your student excel in Spelling/Vocabulary? Explain this in a paragraph.

Mary has always loved to read and her vocabulary has grown. If she doesn't know the meaning of a word that she comes across, she will look it up without any prompting. She enjoys the spelling and vocabulary worksheets and games that we incorporate with her lessons. These worksheets include crossword puzzles, word scrambles, finding antonyms, etc. They can be challenging at times, yet she still has fun working through it and learning new spelling and vocabulary words.

(EXAMPLE FOR QUESTION #6) Based on your student’s performance, what steps will you take to continue your student’s growth in Spelling/Vocabulary next year? Consider ways in which your student can be assisted in areas they struggle or challenged in areas in which they excel. Please explain in detail.

Since Mary had a difficult time remembering some of the spelling rules, we will continue to focus on learning them. I might make up my own worksheets and have her match the correct word to the spelling rule or even play a matching game and match the word to the correct spelling rule. I will have her continue to read good books so her vocabulary will continue to grow.

If you have a special needs child or a struggling learner:

If your student has special needs or is a struggling learner, we understand that the progress made will perhaps be less academic in nature. Please list in the appropriate sections how you may have modified the curriculum content to be applicable to your student’s ability; e.g., with a significantly struggling learner, math may consist of counting forks while setting the table, counting family members as they sit down, and learning about “take away” with M&M’s. For a moderately struggling learner, math may consist of doing a standard curriculum that is several grade levels below their “age grade” and may include help with reading the instructions and extra work on math facts with manipulatives.

SUGGESTIONS FOR WHAT WE ARE LOOKING FOR IN YOUR ANSWERS

Some of the suggestions may not apply to your child due to their age, grade level, and academic ability. These are only suggestions and are not limited to only these suggestions.

Section 1A Reading/Literature:

Ability to read, reading comprehension, recognizing the setting, characters, plot, themes, etc.

Section 1B Spelling/Vocabulary:

If this subject was taught in conjunction with another subject, your answer will need to be specifically related to spelling and vocabulary.

How well does the student spell? Does the student know the meaning of words or have the ability to look them up?

Section 1C Writing:

If this subject was taught in conjunction with another subject, your answer will need to be specifically related to writing.

How is the student’s handwriting (for younger students)? Did the student write a paragraph, book report, or research paper? If so, did the student include an introduction, middle, and ending? How was the student’s sentence structure?

Section 1D English/Grammar:

Did the student learn parts of speech (nouns, pronouns, verbs, adjectives, adverbs), tenses (past, present, future), sentence structure (simple, compound, complex), punctuation (periods, question marks, exclamation marks, commas, semicolons, colons), prepositional phrases, and conjunctions?

Section 1E Arithmetic/Mathematics:

Did the student learn addition, subtraction, multiplication and/or division, Algebra I, Algebra II, geometry, trigonometry, calculus, business math, or accounting?

Section 1F Civics/Government, Flag Etiquette, US Constitution:

Please note: The US Constitution must be taught no later than 7th grade and continue through high school.

Flag Etiquette must be taught as part of your student's sequential program of study, but it is not required every year.

Did the student learn about the beginning of the American Government, the Legislative Branch, the Executive Branch, the Judicial Branch, the Bill of Rights, voting and parties, elections, the study of citizenship and the rights and responsibilities of citizens, Colorado history, the Declaration of Independence, etc.? Did they learn about the honor and use of the flag?

Section 1G Science:

Did the student learn about animals, birds, plants, insects, the solar system, weather, oceanography, sound, light, electricity, chemistry, or biology?

Section 1H History:

If geography was taught with history, your answers for this section should only reflect history. You will complete your answers for geography in Section 1I.

Did the student study American history? Did the student learn about George Washington, Thomas Jefferson, Jonathan Edwards, Patrick Henry, Daniel Boone, the War of 1812, World War I, World War II, or the Great Depression? Did the student study world history? Did the student learn about the British empire, the Roman empire, the Asian empire, different civilizations and cultures, etc.?

Section 1I Geography:

Did the student learn about continents and their features (wildlife, landscape, national flags, etc.), or study maps of North and South America, Asia, Africa, Europe, etc.?

Section 1J Speech:

Speech is making a presentation in front of a group of people, family, and/or friends. Did the student recite Scripture or a poem, or present a book report in front of others? Did the student make a presentation at a 4-H meeting? Did the student participate in Speech and Debate?

Section 1K Music and/or Art:

Did the student take music lessons? Was the student in a choir or band? Did the student work on a painting, drawing, craft, or sewing project?

Section 1L Additional Academic Subjects:

Did the student study a foreign language, photography, computer programming, health, economics, etc.?

Section 2 Physical Activity:

This does not have to be with an organized group. Did the student work on a farm, run, hike, jump on a trampoline, roller blade, play tennis, play four square, take dance lessons, etc.?

Section 3 Spiritual Growth and Development:

Did the student participate in a Bible study, Awanas, or a church youth group?

Section 4 Life Skills Practice and Development:

Did the student learn how to cook, clean, do laundry, do auto repairs, mow the lawn, sew, help with animals, etc.?

EVALUATION INSTRUCTIONS

1. Download the Parent Evaluation document to your computer and save on your desktop or another easily accessible folder, making sure to rename the document with the child's name, e.g. Mary 2024-2025 Parent Evaluation, or something similar that you can easily find later.
2. Make sure you have the latest version of Adobe Reader installed on your computer. (If you do not have Adobe Reader, download the program for free at <https://get.adobe.com/reader/>)
Note: You need Adobe Reader, which is free (you do not need the Adobe Acrobat DC, which is fee-based and disables your access to anything you created during the free trial) to complete the evaluation.
3. Open the Adobe Reader program. From within Adobe Reader, choose "File" and then choose "Open," and then choose the file you downloaded (e.g. Mary 2023 Parent Evaluation).
4. Complete the evaluation by hand or on your computer.
 - a. Complete by hand:
 - i. Print the evaluation.
 - ii. Complete the evaluation thoroughly according to the details on pages 1–2.
 - iii. Scan the evaluation and save to your computer as a single document. **(It must not be in individual pages, but one single file.** The upload slot in your CHEC Independent School account only takes one upload per student.)
 - b. Complete on your computer:
 - iv. Open the evaluation in Adobe Reader.
 - v. Type your responses in each field. *(We recommend you complete one field, then save, close the entire document, and then re-open to ensure your input is saving correctly.)*
 - vi. Complete the evaluation thoroughly according to the details on pages 1–2. **Remember to save your work every 5–10 minutes so you don't accidentally lose anything.**
 - vii. Save the final document with your student's name in the title, close the file, then re-open to confirm it looks correct.
 - viii. Be careful not to do anything to finalize the document while in Adobe Reader, as this will make it so you cannot make any changes later.

5. Upload the final completed evaluation to your online CHEC Independent School account. (If we receive an evaluation that is not readable or complete, we will email you and ask you to complete it before we can continue processing it.)

Pro tips:

1. *ALWAYS save a copy of your Parent Evaluation in case edits need to be made and it needs to be resubmitted. Having a "school" folder on your device to save this Evaluation will make it easy to find later.*
2. *Print a hard copy of your Parent Evaluation as insurance against data loss on your device.*

PARENT EVALUATION CHECKLIST

___ Did you fill out a separate Parent Evaluation for each student you will be evaluating?

___ Did you fill out the student information on Page 2 completely? Does the information match your enrollment letter?

___ Did you answer questions according to the modified grade level (if applicable)?

___ Did you answer every question with 3 or more sentences, giving details/examples for the following required subjects?

Language Arts:

- o Section 1A: Reading/Literature
- o Section 1B: Spelling/Vocabulary
- o Section 1C: Writing
- o Section 1D: English/Grammar

Mathematics:

- o Section 1E: Arithmetic & Mathematics

___ Did you answer every question with 3 or more sentences, giving details/examples for the following subjects that were taught this year?

- o Section 1F: Civics/Government and/or Flag Etiquette and/or US Constitution
- o Section 1G: Science
- o Section 1H: History
- o Section 1I: Geography

___ Did you answer every question with 3 or more sentences, giving details/examples if any additional academic subjects were taught?

- o Section 1J: Speech
- o Section 1K: Music and/or Art
- o Section 1L: Additional Academic Subjects

___ Did you answer every question with 3 or more sentences, giving details/examples in the following sections? (While not required, Sections 2–4 are encouraged to be completed if taught.)

- o Section 2: Physical Activity
- o Section 3: Spiritual/Character Growth and Development
- o Section 4: Life Skills Practice and Development

___ Did you fill out the signature section on Page 18 completely?

You're almost finished!

Now, upload your completed evaluation to your online CHEC Independent School account.

And as always, if you have any questions about how to fill out the Parent Evaluation, or how to submit your completed Evaluation, please contact us and we will be happy to help you!

Blessings,

Christian Horstmann
CHEC Independent School Registrar

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