Evaluation English/Language Arts
Checklist for Assessing an English/Language Arts Curriculum and Program (K-12)

CURRICULUM GUIDE
___ Does a written English/Language Arts Guide Exist?
___ Does the Guide present a statement on district philosophy?
___ Does the guide contain objectives for improving both expressive (writing and speaking) and receptive (reading and listening) language?
___ Does the guide include policies and procedures for the English/Language Arts Program?
___ Does the guide regard textbooks as resources rather than courses of study?
___ Does the guide list media resources available to teachers and specify procedures for obtaining them?
___ Is the language in the guide clear and effective?
___ Is the guide usable?
   ___ Does it have a format such as a loose-leaf that makes revision convenient?
___ Does the guide state its relationship, if any, to other curriculum guides, District goals or graduation requirements?
___ Does the guide provide for evaluation of the program?

ORGANIZATION OF THE ENGLISH/LANGUAGE ARTS PROGRAM
___ Does the guide provide for an integration of the English language arts?
___ Does your guide provide a balance of activities and materials among the various components of the English/Language Arts?
___ Can you articulate the structure within which the integration of the English/Language Arts exists?
___ Do you use it?
___ Has your program included provision for the following characteristics?
   ___ periodicals  ___ poetry
   ___ trade books (fiction/nonfiction)  ___ video tapes, DVDs, CDs
   ___ SSR  ___ drama
   ___ journal/learning logs  ___ newspaper
   ___ read aloud  ___ puppetry
   ___ study skills  ___ spelling
   ___ vocabulary development  ___ software
   ___ language experience  ___ viewing
   ___ word recognition  ___ writing
   ___ literature  ___ projects
   ___ choral speaking  ___ handwriting
   ___ composing strategies  ___ library
   ___ independent reading  ___ media
   ___ speaking  ___ basal readers
   ___ active listening  ___ grammar/mechanics/usage

___ Is the instructional level of children determined by a variety of criteria such as
teacher observation, portfolio assessment, diagnostic tests, CLOZE, DRP, DRA, criterion-referenced test, etc.?

Does your program provide a variety of practices for grouping students?

- partner
- research
- tutorial
- cooperative
- skill
- teacher-to-student
- collaborative
- whole class
- ability/achievement

Does the regular school day afford adequate time for English language arts instruction?

**TIME RECOMMENDATIONS**

<table>
<thead>
<tr>
<th>GRADES</th>
<th>MINUTES PER WEEK</th>
<th>PERIODS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>900 to 1,200</td>
<td></td>
</tr>
<tr>
<td>4-5 (6)</td>
<td>645 to 900</td>
<td>10</td>
</tr>
<tr>
<td>(6) 7-8</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>9-15</td>
<td></td>
<td></td>
</tr>
</tbody>
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Is the teacher assured of 90 minutes of uninterrupted instruction per instructional day?

Is the library/media center an integral part of the English/Language Arts program?

Are there funds for libraries within the classroom?

Does the district provide intervention assistance?

Does the district have entrance and exit criteria available for those providing intervention assistance?

Is there collaboration between ancillary personnel and classroom teachers regarding special needs programs in their schools?

**INSTRUCTION**

Do I read to my classes each day?

Do my students write each day in class?

Do my students actively listen each day in class?

Do I provide direct instruction in my classroom?

- rationale and timing
- modeling
- guided practice
- student articulation of strategy
- independent application

Do I provide an environment that creates the strategic learner?

- activating prior knowledge
- generating questions
- predicting
- summarizing
providing visual images
extracting information for long term retention (may not be summarizing)
adapting rate to task

Do I utilize a variety of group patterns in my classroom?
Do I provide opportunities for my students to choose learning tasks and materials?
Do I integrate English/Language Arts material and content?
Is my instruction meaning centered?
Do I use a multiplicity of sources to integrate the English/Language Arts as part of content area instruction?
Do I use a variety of effective ways of introducing new vocabulary?
Do I promote dialogue?
Do I avoid too much dependency on workbook-type materials when teaching comprehension skills?
Do I use a variety of approaches as a response to learning?
Do I provide a variety of genres in both fiction and non-fiction?
Does the curriculum guide recognize the use of new technology (computers, word processors, audio-visual equipment, DVDs, CDs, SMART Boards, etc.)?
Do I teach writing as a process?
Do I use creative assessments to monitor student’s progress? (writing folders, portfolio assessments, interviews, videos, etc.)

STAFF DEVELOPMENT
Does my district have an in-service program to keep teachers well-informed about English/language Arts practices?
Is the in-service program an ongoing process entailing preparation, presentation and follow-up?
Do I have input into planning staff development programs?
Does staff development enhance curriculum delivery?
Does staff development improve classroom practice?
Is staff development effective in enhancing student performance?

EVALUATION
Is staff development evaluated?
Is student performance evaluated?
Is instruction evaluated?
Is program organization evaluated?
Is the English/Language Arts Guide evaluated?