



School Name: _____ Date of Visit: _____

LEARNING CENTER INFORMATION AND EVALUATION FORM (FOR ABCs ONLY)

Name of the Learning Center: _____

Number of Students: _____

Name of the Supervisor: _____

Name of the Monitor/s: _____

EVALUATION SUMMARY

(SCHOOL HAS TO MEET THE MINIMUM SCORE PER AREA OF EVALUATION.)

<i>AREAS OF EVALUATION</i>	<i>MAXIMUM SCORE</i>	<i>MINIMUM SCORE</i>		<i>SCORE</i>
		<i>Certified</i>	<i>Supervised</i>	
Record Keeping	35	34	30	
Biblical Emphasis	25	21	19	
Staff Attitude	25	21	19	
Environment	50	42	38	
ABCs Kit	35	34	30	
Learning Development	25	21	19	
PACE Procedures	65	55	49	
Goal Setting/Scoring Procedures	40	34	30	
Motivation	20	17	15	
Communication	30	26	22	
English Fluency	20	17	15	
TOTAL SCORE	370	322	286	

EQUIVALENCY RATING

(PLEASE ENCIRCLE or HIGHLIGHT THE ONE THAT APPLIES)

370	Excellent
369 – 322	Very Good
321 – 304	Good
303 – 286	Satisfactory
285 and BELOW	Needs Improvement

RATING SCALE LEGEND

<i>RATING</i>	<i>RATING VALUE</i>	<i>DESCRIPTION</i>
0	NOT APPLICABLE	Procedure not evident
1	UNACCEPTABLE	Outcome inadequate and below the standards of this procedure
2	BELOW EXPECTATIONS	Outcome does not consistently meets the standards of this procedure
3	MEETS EXPECTATIONS	Outcome consistently meets the standards of this procedure
4	EXCEEDS EXPECTATIONS	Outcome consistently exceeds the standards for this procedure
5	OUTSTANDING	Outcome is consistently far superior to the standards for this procedure



<i>ITEMS</i>	<i>Rating</i>
Every student has a Permanent/Cumulative Record (<i>Personal</i>) folder, kept in a secure place.	
Records are up-to-date and professional in appearance.	
Student's Progress Reports are available on request and are updated (<i>With the following input: Assessments/Score per task; Alphabet Progress; ABCs sound; Bible verse memorization.</i>)	
Supervisor's Progress Card (<i>SPC</i>) is used according to manual (<i>Entries are written in black ink</i>).	
Progress Charts (<i>Star Charts</i>) are updated with the <i>SPCs</i> .	
Reading Readiness Test and Coordination Development records retained in student's personal folder.	
Physical Development is recorded (<i>under Coordination Test – ECCD Checklist by DepEd</i>).	
TOTAL	
COMMENTS/SUGGESTIONS:	

BIBLICAL EMPHASIS	
<i>ITEMS</i>	<i>Rating</i>
Scripture memory verses for each animal letter sound is drilled.	
Memorization and recitation of the memory verses found in the PACE is required.	
There is a Weekly Assembly or Chapel Hour.	
There is an inspiring daily Opening Exercises.	
Prayer is incorporated in the Learning Center schedule.	
TOTAL	
<i>How do you incorporate prayer in the Learning Center schedule?</i>	
COMMENTS/SUGGESTIONS:	

STAFF ATTITUDE	
<i>ITEMS</i>	<i>Rating</i>
Learning Center staff are willing to communicate and build relationship with the children, parents, and other staff.	
The supervisor is a good storyteller.	
Learning Center staff wear comfortable, neat, and appropriate attire.	
Learning Center staff exhibit friendly, positive, and motivated attitude.	
Team spirit is evident among Learning Center staff.	
TOTAL	
COMMENTS/SUGGESTIONS:	



ENVIRONMENT

<i>ITEMS</i>	<i>Rating</i>
Facility is neat and safe.	
The size of the Learning Center is adequate for the number of students.	
Learning Center arrangement is efficient.	
Bulletin boards are updated.	
Students' offices are neat and clean and are organized (<i>Check proper placement of flaglets, Star Charts, and Goal Cards</i>).	
Supervisor's Station, Score Station, and Testing Table are available.	
There is sufficient numbers of Score Keys for the number of students.	
Media Center/Corner is available to develop the computer/keyboard skills of the students.	
Break Room/Lunch Room, playground, and library are available when needed.	
There is proper supervision during break time, lunchtime, playtime, and library time.	
TOTAL	
COMMENTS/SUGGESTIONS:	

ABCs KIT

<i>ITEMS</i>	<i>Rating</i>
ABCs with Ace and Christi Manual, Volume I and II	
Songs Cassette Tape/CD (<i>Includes sounds of the alphabet, the alphabet sequence song, and each animal song</i>)	
Bible Story Cards (<i>163 cards for 35 stories</i>)	
Display Cards (<i>36 cards – one card for each letter sound</i>)	
Tactile and Kinetic Cards (<i>36 cards for learning formation of letters and numbers through tactile simulation by adding materials such as yarn, sandpaper, or pasta</i>)	
Animal Story Cards (<i>156 cards for 35 stories</i>)	
Post Test	
TOTAL	
COMMENTS/SUGGESTIONS:	



LEARNING DEVELOPMENT	
<i>ITEMS</i>	<i>Rating</i>
Follows the Trail of Reading	
Development of Handwriting <i>(Correct pencil grip and formation of letters and numbers; writing on the lines; coloring between the lines; correct proportions, sequence and direction when forming letters; using T & K cards to trace and shape letters)</i>	
Development of Reading <i>(Daily Drill of all learned phonetic sounds, songs, and movements; Daily drill to recognize letters, write and say letters in alphabetical order, say the letter sound; regular drill and revision of 'blends')</i>	
Coordination Development <i>(Physical activities done with each Animal Letter Sound; physical development apparatus in play area; small muscle development apparatus indoors; spatial development aids)</i>	
General <i>(Review and drill weaknesses; students read aloud individually; show and tell time scheduled each week; group activities in and out the Learning Center)</i>	
TOTAL	
COMMENTS/SUGGESTIONS:	

PACE PROCEDURES	
<i>ITEMS</i>	<i>Rating</i>
Trail of a PACE is diligently followed	
Word Building 1-12 and Math 1-3 PACE work is done LOCKSTEP and progression is geared to slowest learner	
Name and date issued are written on the PACEs <i>(by supervisor or monitor until student can do it alone).</i>	
First page is read to the supervisor <i>(with Supervisor signature).</i>	
Vocabulary pages/New words are read to the supervisor <i>(with Supervisor signature)</i>	
All Supervisor controls are signed <i>(Reading, writing, coloring, and counting)</i>	
Projects/Coloring in pages must be completed before turning in for PT <i>(with Supervisor signatures).</i>	
Checkups and Self Tests are initialled by the supervisor.	
Student shows correct scoring/rescoring procedures <i>(red Xs in correct place; score strips complete; completed pages' page number circled)</i>	
PACE Test is given the day after the student hand-in/turn-in the PACE	
Name and date issued are written on completed PACE Tests	
Supervisor writes the score on the front cover of the scored test and completed PACE.	
Supervisor conferences is done for new or repeat PACE the following morning	
TOTAL	
COMMENTS/SUGGESTIONS:	



GOAL SETTING/SCORING PROCEDURES	
<i>ITEMS</i>	<i>Rating</i>
Name, date, and Scripture passage reference are written on the Goal Card.	
Daily Goals are set in blue ink	
There must be no repeat or missed pages in goal setting	
Diagonal line across goals (<i>completed goals</i>) are in blue ink.	
All diagonals (<i>all goals</i>) are in the same direction.	
Un-scored work is not crossed-off.	
Adjustments/changes to goals/repeated or bringing down goals are in green ink ONLY (<i>by the Supervisor</i>).	
Checking of ALL PACEs must be done daily.	
TOTAL	
COMMENTS/SUGGESTIONS:	

MOTIVATION	
<i>ITEMS</i>	<i>Rating</i>
Positive reward system for good behaviour (<i>e.g. Star Chart, Treasure Box, etc.</i>)	
General emphasis on 'do' and 'don't' with consistent loving discipline	
Implement a Merit/Demerit System	
Parent involvement and participation (<i>Fun day, Dad's breakfast, Mom's tea, Concert, etc.</i>)	
TOTAL	
COMMENTS/SUGGESTIONS:	

COMMUNICATION	
<i>ITEMS</i>	<i>Rating</i>
There is Parent Interview during enrolment.	
Parent Orientation is held annually.	
Parents are required to work on the Parent Orientation PACE.	
Every student has his own Parent Communication Envelope or Student Handbook.	
There is a Parent-Teacher Conference or Fellowship every end of the quarter.	
Student Orientation is held annually.	
TOTAL	
COMMENTS/SUGGESTIONS:	



ENGLISH FLUENCY

ITEMS

Rating

Students demonstrate understanding of spoken English.

Students are eager to speak in English to visitors.

Students have the ability to communicate in English in the absence of the native language.

Students are exposed to English in a variety of situations.

TOTAL

What opportunities do the students have for spontaneous English conversation?

Is the first language ever used in the Learning Center? If YES, when and how?

COMMENTS/SUGGESTIONS:

EVALUATED BY: _____
(SIGNATURE OVER PRINTED NAME)

ATTESTED BY: _____
(SIGNATURE OVER PRINTED NAME)