

# *My Homeschool Summary*

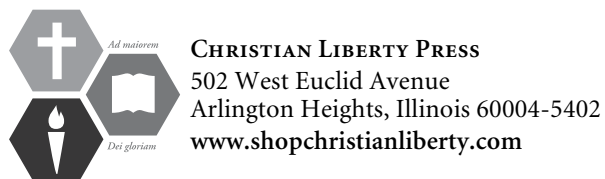
Looking Back — Looking Ahead



CHRISTIAN LIBERTY PRESS

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# Introduction

Ending a school year is usually a much-anticipated relief to both teacher and child, with both looking forward to time off for relaxation. However, before putting away the lesson plans and closing the classroom doors, instructors should take a moment to look back over the school year, while everything is still fresh in the mind. This evaluation process can prove invaluable—not only for preparing next year’s curriculum, but more importantly, for improving the student’s learning experience (and making things easier for the teacher, too).

Also, while the end of the school year does indeed bring some relief from the classroom, the learning process should not end. Gaining knowledge from books and being involved in life outside the home will allow a child’s mind to remain sharp and engaged, and allow for application of what has been learned, preparing him/her for more formalized studies when they begin again.

The forms in *My Homeschool Summary* are designed to facilitate both of these objectives. The first section, “Year in Review,” focuses on evaluating the past school year by looking at two key areas of your home school—curriculum and student/teacher<sup>1</sup>:

- |                        |  |
|------------------------|--|
| <b>Curriculum</b>      | What worked and didn’t work? Did we cover all the material we intended (and if not, what did we miss)? How much did my child learn? etc.   |
| <b>Student/Teacher</b> | What are my child’s (and my) strengths and weaknesses? How are these the same, and how are they different? What ways can we address the differences to improve the quality of our homeschool experience? |

Following these evaluations is a skills evaluation for preschool/kindergarten students and blank transcript forms that can be used for official recordkeeping, should they be needed.

The second section, “Summer Break,” concentrates on tracking any goals or expectations you choose to establish during the vacation months. The section starts with you setting the goals you hope to achieve for you and your student, and follows with reading and activity logs to record student progress. The last form is a prayer journal (useful for both you and your student), which is included as a reminder that conversation with God is not an academic course, but should be an ever-present part of your life.

As a PDF packet, any and all forms may be printed as often as needed.<sup>2</sup> Therefore, the space limitations on any form should not be construed as a boundary for what can be done.

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It is our prayer that *My Homeschool Summary* will be an asset as you follow your path to “train up [your] child in the way he should go” (Proverbs 22:6a NJKV). If you are looking for other resources for your home school, consider [www.shopchristianliberty.com](http://www.shopchristianliberty.com), where you can find curriculum materials for preschool to 12<sup>th</sup> grade, as well as [lesson planner](#) and [achievement testing](#) resources.

Or, if you are looking for a homeschool program that handles the front-end chore of choosing a quality curriculum (while still maintaining the flexibility of teaching at home according to your schedule), you might consider our homeschool academy, [CLASS Homeschools](#).

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<sup>1</sup> These evaluations are intended to be filled out by you, the instructor. If you are schooling through a co-op, or even co-teaching subjects with your spouse or a neighbor, then we recommend each filling out a set of these forms.

<sup>2</sup> Forms may be used by any and all members of the household, as appropriate.

# Contents

## YEAR IN REVIEW

### **Academic Evaluation**

This form allows you to quickly review each course used throughout the school year. Its primary purpose is to give guidance when selecting curriculum materials for next year. In addition, it can serve as a basic record of the previous school year, should documentation be needed.

### **Student Evaluation**

This is the first of two forms designed to provide awareness of character and personality traits, and make you aware of areas where you and your student may be different. This evaluation focuses on your child's strengths and weaknesses, and may help to provide insight into his/her personality.

### **Teacher Evaluation**

The second of the character/personality trait forms, this evaluation focuses on your strengths and weaknesses, as well as providing awareness of how you thought you did as a teacher.

### **Preschool and Kindergarten Skills Evaluation**

While in some ways similar to the student evaluation (above), the goal of this form is to make sure that students just beginning their formal education have the basic knowledge and social skills needed to proceed onward. If a child is scoring low in one or more areas, this evaluation will show you where to direct your energies, or possibly where outside help may be needed.

### **Elementary, Middle School, and High School Transcripts**

These documents are included in the event that you are not yet maintaining final grades or have not yet formalized your student's grades onto official documents.

## SUMMER BREAK

### **Summer Goals**

Use this form to create a list of goals/expectations you have for both your child and yourself over the break months. This form is designed to be filled out at the beginning of break and used as a reminder, so good intentions do not get lost in the activities of everyday life.

### **Reading Log**

This is a log to record all the books your child reads. It also allows you to indicate any book report assignments you may choose to incorporate.

### **Activity Log**

This is a log to record all the (non-reading) activities your child does over the break.

### **Prayer Journal**

This journal allows your student (and/or you) to list prayers, praises, thanksgivings, and supplications that weigh on your heart so you can remember to bring them before God on a regular basis.

*Year in  
Review*

# Academic Evaluation

This form is intended to provide guidance when it comes time to select your student's curriculum for next year. It can help determine whether you need to supplement with additional resources, or simply change your approach in teaching the material. Fill out as much of the information as you think will be helpful.

*Note: If you are deciding whether or not to stay with a particular publisher or course series, consider whether your rating is the result of the text itself, or if it is simply because you or your child does not like the subject matter. For example, those who dislike grammar might give every textbook a poor rating, regardless of how well it presents the material.*

## DEFINITION OF TERMS

<b>Subject</b>	For what subject was the text used? If you are using a unit studies approach, you might list more than one.
<b>Title</b>	What is the name of the book?
<b>Publisher/Author</b>	Like the title, this is for reference purposes only. Write down whichever makes it easiest for you to remember which book you used.
<b>% Complete</b>	How much of the book did your child complete? This can be helpful in determining how the material fits into your overall curriculum. It can also affect the amount of academic credit awarded at the high school level.
<b>Final Grade</b>	If you issued grades upon completion of the text, write the final grade for <u>this book</u> here. If you used multiple books for the subject, this grade may be different from what appears on your transcript.
<b>Academic Credit</b>	<i>This is only applicable at the high school level.</i> As with Final Grade, if you used multiple books for the subject, the number here will be a fraction of the total credit awarded.
<b>Rating</b>	On a score of 1 to 10 (1 = worst; 10 = best), give a generalized score of your overall impression of the text and how well it worked for your family.
<b>Comments</b>	Include any pros and cons about the material, teaching strategies that worked (or did not), additional resources you needed to use, amount of computer time required, etc. This information will be the most helpful when it comes time to select materials for next year.

# Academic Evaluation

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

The goal of this evaluation is to guide you when selecting your student's curriculum for next year.

Subject	Title	% Complete	
Rating (10 is best) 1 2 3 4 5 6 7 8 9 10	Publisher/Author	Final Grade	Academic Credit
Comments			

Subject	Title	% Complete	
Rating (10 is best) 1 2 3 4 5 6 7 8 9 10	Publisher/Author	Final Grade	Academic Credit
Comments			

Subject	Title	% Complete	
Rating (10 is best) 1 2 3 4 5 6 7 8 9 10	Publisher/Author	Final Grade	Academic Credit
Comments			

Subject	Title	% Complete	
Rating (10 is best) 1 2 3 4 5 6 7 8 9 10	Publisher/Author	Final Grade	Academic Credit
Comments			

Subject	Title	% Complete	
Rating (10 is best) 1 2 3 4 5 6 7 8 9 10	Publisher/Author	Final Grade	Academic Credit
Comments			

# Student Evaluation

This form is intended to provide awareness of your child's strengths and weaknesses. It provides a snapshot of who he/she is at the moment, and can be used as a guide to:

- better understand the character and personality of your child;
- give insight as to how he/she learns;
- reveal areas that might need nurturing.

The evaluation should in no way be construed as a “grade sheet”; a “1” is not an “F,” nor is a “5” an “A.” Instead, areas with low scores should be looked at to see if there are underlying causes or issues. It is possible that even simple awareness and acknowledgement of struggles might result in change. Similarly, areas with high scores can be extended and developed; awareness may provide direction in life, and might be used to help others who struggle with them.

At the very least, it is hoped that this evaluation will help you to better interact with your child—both in and out of the classroom.

## NOTES

The scale shown under most statements is a simple 1 – 5 ranking, in which 1 = “needs improvement” and 5 = “excels.” It is completely subjective, based on your perceptions of the child. As stated above, its purpose is to simply provide awareness, nothing more.

Most statements for ranking should be, for the most part, self-explanatory, but in cases where you are unsure of the meaning, interpret them however it seems most logical to you. If you find multiple scores are warranted, mention it in the comments. A few of the questions, though, bear specific mention.

*How often is your child bored?* There are many reasons why children are bored. Sometimes, it is because they are not sufficiently challenged or because they think they already know the material. In other cases, it is because they do not understand fundamental concepts or they lack the necessary time-management skills. There are numerous other reasons, so if your child is often bored, we recommend asking a few questions to see if you can determine why he/she is bored. If necessary, you might also do a little online searching on the causes for boredom and possible ways to alleviate it.

*Your child's most/least favorite subject.* Answering these questions (and understanding why) will provide you with valuable insight into your child, and can guide you as you develop future lesson plans and teaching strategies.

*Learns best by which of the following methods.* This statement asks which basic learning style (kinesthetic, auditory, or visual) works best for your student. Although most children learn using all three methods to varying degrees, there is usually a “preferred method,” and knowing that method (and selecting curriculum that focuses on that learning style) will help to make your homeschool experience more productive, and likely more enjoyable as well. A brief summary of the terms is given below, but in-depth descriptions, as well as the types of curriculum that work best, can be found online.

**Kinesthetic** – Kinesthetic learners are very tactile and tend to learn best by touching. Using manipulatives and hands-on activities helps them to absorb and remember information.

**Auditory** – Auditory learners remember information best by hearing it, whether that be through words or song.

**Visual** – Visual learners need to see things to understand and remember, and prefer video or written information that contains pictures and images.

The comments sections are intended for any thoughts you might have; ideas you might think would be helpful; and/or issues you might want to address.



# Student Evaluation

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

This form is intended to provide awareness of your child's strengths and weaknesses.

## Personal

Reads Bible and prays regularly for self and others 1 2 3 4 5 Can establish goals for self and has success in attaining them 1 2 3 4 5 Is able to adjust when the unexpected arises 1 2 3 4 5 Is able to put work ahead of play 1 2 3 4 5 Is able to work independently 1 2 3 4 5	Shows self-confidence 1 2 3 4 5 Respects authority 1 2 3 4 5 Respects the rights and property of others 1 2 3 4 5 Accepts correction 1 2 3 4 5 How often is your child bored? never rarely regularly all the time
My child's most favorite subject is _____  Why?	My child's least favorite subject is _____  Why?
Comments	

## Social

Socializes well with peers 1 2 3 4 5 Socializes well with adults 1 2 3 4 5	Shows courtesy toward friends and strangers 1 2 3 4 5 Gets along well with others in the family 1 2 3 4 5
Comments	

## Study/Work Habits

Follows directions 1 2 3 4 5 Is diligent in getting assignments done and turned in on time 1 2 3 4 5 Shows consistent effort in completing tasks 1 2 3 4 5 Does work neatly 1 2 3 4 5	Listens (without interruption) 1 2 3 4 5 Has good study skills 1 2 3 4 5 Applies what is learned to real world situations 1 2 3 4 5 Learns <u>best</u> by which of the following methods: Kinesthetic (hands-on) auditory (hearing) visual (seeing)
Comments	

# Teacher Evaluation

This form is intended to provide awareness of your strengths and weaknesses as a teacher. It provides a snapshot of who you are at the moment, and can be used as a guide to:

- better understand your character and personality;
- show how your character and personality might differ from your student;
- give insight as to how you present material and lessons;
- reveal underlying issues that might be the root cause of other, more visible, problems.

The evaluation should in no way be construed as a “grade sheet”; a “1” is not an “F,” nor is a “5” an “A.” Instead, areas with low scores should be looked at to see if there are underlying causes or issues. It is possible that even simple awareness and acknowledgement of struggles might result in change. Similarly, areas with high scores can provide confidence; awareness may provide insight as to ways to help others who struggle with them.

At the very least, it is hoped that this evaluation will help you to better interact with your child—both in and out of the classroom.

## NOTES

The scale shown under most statements is a simple 1 – 5 ranking, in which 1 = “needs improvement” and 5 = “excels.” It is completely subjective, based on your perceptions. As stated above, its purpose is to simply provide awareness, nothing more.

Most statements for ranking should be, for the most part, self-explanatory, but in cases where you are unsure of the meaning, interpret them however it seems most logical to you. If you find multiple scores are warranted, mention it in the comments.

Note: The last statement about learning methods under Personal is different from the others. It asks which basic learning style (kinesthetic, auditory, or visual) works best for you. Although most people learn using all three methods to varying degrees, there is usually a “preferred method,” and knowing that method (and understanding how it may be different from your student’s) may help to resolve some of those areas of frustration that can occur throughout the school day. The desire is to make your homeschool experience more productive, and hopefully more enjoyable as well.

A brief summary of the terms is given below, but in-depth descriptions, as well as the types of curriculum that work best, can be found online.

**Kinesthetic** – Kinesthetic learners are very tactile and tend to learn best by touching. Using manipulatives and hands-on activities helps them to absorb and remember information.

**Auditory** – Auditory learners remember information best by hearing it, whether that be through words or song.

**Visual** – Visual learners need to see things to understand and remember, and prefer video or written information that contains pictures and images.

The comments sections are intended for any thoughts you might have; ideas you might think would be helpful; and/or issues you might want to address.

# Teacher Evaluation

Teacher \_\_\_\_\_ Student \_\_\_\_\_ School Year \_\_\_\_\_

This form is intended to provide awareness of the teacher's strengths and weaknesses.

## Classroom

<p style="text-align: center;">I was prepared enough to teach each class. 1 2 3 4 5</p> <p style="text-align: center;">I had enough time to select the material needed for the school year. 1 2 3 4 5</p> <p style="text-align: center;">I enjoy spending time in the classroom with my child. 1 2 3 4 5</p> <p style="text-align: center;">How often did non-school related activities interrupt school? little some lots</p>	<p style="text-align: center;">I was able to provide instruction clearly. 1 2 3 4 5</p> <p style="text-align: center;">I am able to let my child work independently. 1 2 3 4 5</p> <p style="text-align: center;">I have realistic expectations for my child. 1 2 3 4 5</p> <p style="text-align: center;">How often was I frustrated with my child? little some lots</p>
<p>Which subject was my most favorite to teach? _____ Why?</p>	<p>Which subject was my least favorite to teach? _____ Why?</p>
<p>Comments</p>	

## Personal

<p style="text-align: center;">I read the Bible and pray regularly. 1 2 3 4 5</p> <p style="text-align: center;">I can establish goals for self and have success in attaining them. 1 2 3 4 5</p> <p style="text-align: center;">I am able to adjust when the unexpected arises. 1 2 3 4 5</p>	<p style="text-align: center;">I can let others do tasks differently from the way I would do them. 1 2 3 4 5</p> <p style="text-align: center;">I can accept correction. 1 2 3 4 5</p> <p style="text-align: center;">I learn <u>best</u> by which of the following methods: Kinesthetic (hands-on) auditory (hearing) visual (seeing)</p>
<p>Comments</p>	

# Preschool and Kindergarten Skills Evaluation

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

The average student, by the time he/she completes kindergarten, has a good understanding of the academic, social, and motor skills listed in this evaluation. This form is intended to provide awareness of areas that may need additional attention prior to beginning first grade.

Note: Since this evaluation lists kindergarten-level expectations, preschool students should not be expected to score as high in the areas listed. Conversely, if your student scores high in many areas after completing a preschool curriculum, you should not presume the child is automatically ready for first grade.

EVALUATION KEY	
1 =	never
2 =	sometimes
3 =	usually
4 =	always

Use the evaluation key provided to evaluate each area.

## Academic and Creative Skills

<p>Can identify and name the following colors:</p> <p>red _____ brown _____</p> <p>blue _____ orange _____</p> <p>green _____ purple _____</p> <p>yellow _____ pink _____</p> <p>black _____ gray _____</p> <p>white _____</p> <p>Can identify and say numbers 1–20 _____</p> <p>List numbers of difficulty:</p> <p>Can count down from 10 _____</p> <p>Can add objects up to 10 _____</p> <p>Can subtract objects up to 10 _____</p> <p>Can discern sizes (bigger vs. smaller; greater vs. less) _____</p> <p>Can identify and give the value of the penny, nickel, dime, and dollar _____</p>	<p>Can identify and name the following shapes:</p> <p>circle _____ oval _____</p> <p>triangle _____ diamond _____</p> <p>square _____ star _____</p> <p>rectangle _____ heart _____</p> <p>Can identify and say each letter of the alphabet:</p> <p>lower case _____ upper case _____</p> <p>List letters of difficulty:</p> <p>Recognizes words that rhyme (verbally) _____</p> <p>Can speak in 3-4 word sentences _____</p> <p>Responds to verbal direction _____</p> <p>Can tell time to the hour _____</p> <p>Can identify and say the days of the week _____</p> <p>Can identify and say the months of the year _____</p> <p>Can draw pictures and tell stories about them _____</p>
<p>Comments</p>	

# Preschool and Kindergarten Skills Evaluation

Student's Name \_\_\_\_\_ Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

## Social/Identity Skills

Interacts with other children _____	Respects and listens to authority _____
Shares with other children _____	Respects the rights and property of others _____
Participates in individual and group activities _____	Follows verbal directions _____
Participates in group discussion _____	Can identify gender (male/female; boy/girl) _____
Is able to wait and/or take turns _____	Recognizes name _____
Comments	

## Motor/Balancing Skills

Holds a pencil/crayon correctly _____	Can balance on one foot (left and right) _____
Can print letters and numbers (0-9) correctly _____	Can do the following:
Can print name neatly _____	hop _____ skip _____
Holds scissors properly _____	jump _____ walk backwards _____
Can cut on a line (both straight and curved) _____	run _____ walk sideways _____
Comments	

# Elementary School Transcript

The academic transcript forms are included in the event that you are not yet tracking this information or have not yet formalized your student's grades onto official documents.

You only need to fill in the grade levels for which you did the schooling. If your student was at another school during earlier grade levels, you would leave those grades blank (and request a transcript for them from the previous school).

*Note: Make sure your transcripts (like all official documents) are kept as neat and "official-looking" as possible (without stray marks, erasures, unrelated comments, etc.). When forwarding these to another school, you want them to be accepted at face value, and messy documents tend to raise unnecessary questions among school officials as to the quality of the education received.*

## DEFINITION OF TERMS

<b>School Name</b>	Write the name of your school. For homeschool families, use the official name you have given to your school at home.
<b>Address</b>	Record the address of your school.
<b>Student's Name</b>	Use your student's legal first and last name. If you have more than one child, each should have his/her own transcript.
<b>Date Issued</b>	This is the date that you <u>send</u> the transcript to another school (not the date you start filling it out). <b>Leave this field blank until you are ready to send a copy.</b>
<b>Issued By</b>	Fill in the initials of the person who is sending the transcript. As with Date Issued, <b>leave this field blank until you are ready to send a copy.</b>  If you are sending copies of the transcript (recommended), you should make the copies <u>before</u> dating and signing them. A non-photocopied date and signature (use a blue ink pen; the color helps to distinguish it from a photocopy) adds veracity to the document.

## TERMS WITHIN EACH GRADE LEVEL

<b>School Year</b>	Write down the years (e.g., 2020-2021) that the grade level was in session.
<b>Subject</b>	A list of subjects normally studied at each grade level has been preprinted. Additional blanks are provided for other subjects. If a preprinted subject was not pursued at a grade level, leave it blank.
<b>Sem 1 / Sem 2</b>	These are the first semester and second semester grades for each subject. Remember that a subject can consist of multiple textbooks, especially if you choose to use different materials between one semester and the next.
<b>Final</b>	Record the final grade awarded for the subject, usually an average of the two semester grades.
<b>Comments</b>	Indicate any comments the instructor(s) may have relating to the student at that grade level. To minimize errors, we suggest you write these on separate paper and copy them over once you get the wording right.



# Middle School Transcript

The academic transcript forms are included in the event that you are not yet tracking this information or have not yet formalized your student's grades onto official documents.

You only need to fill in the grade levels for which you did the schooling. If your student was at another school during earlier grade levels, you would leave those grades blank (and request a transcript for them from the previous school).

*Note: Make sure your transcripts (like all official documents) are kept as neat and "official-looking" as possible (without stray marks, erasures, unrelated comments, etc.). When forwarding these to another school, you want them to be accepted at face value, and messy documents tend to raise unnecessary questions among school officials as to the quality of the education received.*

## DEFINITION OF TERMS

<b>School Name</b>	Write the name of your school. For homeschool families, use the official name you have given to your school at home.
<b>Address</b>	Record the address of your school.
<b>Student's Name</b>	Use your student's legal first and last name. If you have more than one child, each should have his/her own transcript.
<b>Date Issued</b>	This is the date that you <u>send</u> the transcript to another school (not the date you start filling it out). <b>Leave this field blank until you are ready to send a copy.</b>
<b>Issued By</b>	Fill in the initials of the person who is sending the transcript. As with Date Issued, <b>leave this field blank until you are ready to send a copy.</b>  If you are sending copies of the transcript (recommended), you should make the copies <u>before</u> dating and signing them. A non-photocopied date and signature (use a blue ink pen; the color helps to distinguish it from a photocopy) adds veracity to the document.
<b>Grading Scale</b>	This is the point scale you use for determining your grades. For a sample scale, visit <a href="http://www.homeschools.org/grading">www.homeschools.org/grading</a> .

## TERMS WITHIN EACH GRADE LEVEL

<b>School Year</b>	Write down the years (e.g., 2020-2021) that the grade level was in session.
<b>Subject</b>	A list of subjects normally studied at each grade level has been preprinted. Additional blanks are provided for other subjects. If a preprinted subject was not pursued at a grade level, leave it blank.
<b>Sem 1 / Sem 2</b>	These are the first semester and second semester grades for each subject. Remember that a subject can consist of multiple textbooks, especially if you choose to use different materials between one semester and the next.
<b>Final</b>	Record the final grade awarded for the subject, usually an average of the two semester grades.
<b>Comments</b>	Indicate any comments the instructor(s) may have relating to the student at that grade level. To minimize errors, we suggest you write these on separate paper and copy them over once you get the wording right.





# High School Transcript

The academic transcript forms are included in the event that you are not yet tracking this information or have not yet formalized your student's grades onto official documents.

You only need to fill in the grade levels for which you did the schooling. If your student was at another school during earlier grade levels, you would leave those grades blank (and request a transcript for them from the previous school).

*Note: Make sure your transcripts (like all official documents) are kept as neat and "official-looking" as possible (without stray marks, erasures, unrelated comments, etc.). When forwarding these to another school, you want them to be accepted at face value, and messy documents tend to raise unnecessary questions among school officials as to the quality of the education received.*

## DEFINITION OF TERMS

<b>School Name</b>	Write the name of your school. For homeschool families, use the official name you have given to your school at home.
<b>Address</b>	Record the address of your school.
<b>Student's Name</b>	Use your student's legal first and last name. If you have more than one child, each should have his/her own transcript.
<b>Date Issued</b>	This is the date that you <u>send</u> the transcript to another school (not the date you start filling it out). <b>Leave this field blank until you are ready to send a copy.</b>
<b>Issued By</b>	Fill in the initials of the person who is sending the transcript. As with Date Issued, <b>leave this field blank until you are ready to send a copy.</b>  If you are sending copies of the transcript (recommended), you should make the copies <b>before</b> dating and signing them. A non-photocopied date and signature (use a blue ink pen; the color helps to distinguish it from a photocopy) adds veracity to the document.
<b>Grading Scale</b>	This is the point scale you use for determining your grades. For a sample scale, visit <a href="http://www.homeschools.org/grading">www.homeschools.org/grading</a> .
<b>Total Credits Earned</b>	Record the sum total of academic credits earned by the student through your school. <b>Leave this field blank until you are ready to send a copy.</b>
<b>GPA</b>	This is your student's grade point average. A 4.0 scale is the standard, unweighted scale in which A = 4.0. For an explanation on how to calculate GPA, visit <a href="http://www.homeschools.org/transcripts">www.homeschools.org/transcripts</a> .

## TERMS WITHIN EACH GRADE LEVEL

<b>School Year</b>	Write down the years (e.g., 2020-2021) that the grade level was in session.
<b>Subject</b>	List the subjects studied at each grade level.
<b>Sem 1 / Sem 2</b>	These are the first semester and second semester grades for each subject. Remember that a subject can consist of multiple textbooks, especially if you choose to use different materials between one semester and the next. If a subject is taught for only one semester, then enter the grade in the appropriate column.
<b>Final</b>	Record the final grade awarded for the subject, usually an average of the two semester grades.
<b>Course Credit</b>	This is the amount of academic credit the course is worth. Typically, a one-semester course is worth 0.5 credit and a full-year course is worth 1.0 credit.
<b>Credit Earned</b>	This is the academic credit earned for the subject. Unless the student failed the course, credit earned will equal the course credit.
<b>Comments</b>	Indicate any comments the instructor(s) may have relating to the student at that grade level. To minimize errors, we suggest you write these on separate paper and copy them over once you get the wording right.



# *Summer Break*

# Summer Goals

Often, the best laid plans never happen, simply because they get lost in the daily routine. This form is designed to list the realistic plans you intend to fulfill (for both your student and yourself) over the vacation months so they are not forgotten in the "sea of life."

List your goals/expectations for your child during the intervening months between one grade level and the next (i.e., summer break). Some examples could include: read six books, build a bird feeder for the back yard, or deep clean your bedroom.

Student's Name \_\_\_\_\_

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List your goals/expectations for yourself during the intervening months between one grade level and the next (i.e., summer break). Some examples could include: assemble a portfolio of my child's past school year, rearrange our classroom to remove distractions, or implement a "date night" schedule with my spouse.

Teacher's Name \_\_\_\_\_

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

# Reading Log

This log is for recording all the books your child reads during the intervening months between one grade level and the next (i.e., summer break). The goal of this log is two-fold:

- to encourage your child to read,
- to encourage your child to read different kinds of books.

For example, while reading the entire *Hardy Boys* series over the summer would be considered a commendable feat, the child who read half as many books from several different genres would be better served.

## DEFINITION OF TERMS

<b>Title</b>	Record the title of the book.
<b>Author</b>	Write down the book's author. If the book has no real author (e.g. a number of editors), write down either the primary editor's name (include "editor" after the name) or the publisher.
<b># of Pages</b>	As an indicator of the size of the book, write down the total number of pages of the book.
<b>Date Completed</b>	Record the date the student completed reading the book.
<b>Genre</b>	Genre is a term that identifies the kind of book. Use one from the list of examples at the top of the page, or write your own if you prefer. You may also write down more than one, if appropriate.
<b>Book Report Assigned</b>	If you wish to incorporate book report assignments (to add writing and critical thinking skills to your child's reading program), you can indicate the books for which a report was written.
<b>Teacher's Initials</b>	If the parent/teacher needs to confirm when a book is completed, initial here.

# Reading Log

Student's Name \_\_\_\_\_

This log is for recording all the books your child reads during the intervening months between one grade level and the next (i.e., summer break).

Genre categories:

Autobiography

Classic Novel

Fiction

Play / Script

Science Fiction

Biography

Devotional

Historical Novel

Poetry

Scientific Nonfiction

Christian Fiction

Diary / Journal

Modern Fiction

Political Affairs

Sermon(s)

Christian Nonfiction

Drama

Nonfiction

Research Paper Book

Short Story Anthology

Title _____	# of Pages _____
Author _____	Date Completed _____
Genre _____	<input type="checkbox"/> Book Report Assigned Teacher's Initials _____

Title _____	# of Pages _____
Author _____	Date Completed _____
Genre _____	<input type="checkbox"/> Book Report Assigned Teacher's Initials _____

Title _____	# of Pages _____
Author _____	Date Completed _____
Genre _____	<input type="checkbox"/> Book Report Assigned Teacher's Initials _____

Title _____	# of Pages _____
Author _____	Date Completed _____
Genre _____	<input type="checkbox"/> Book Report Assigned Teacher's Initials _____

Title _____	# of Pages _____
Author _____	Date Completed _____
Genre _____	<input type="checkbox"/> Book Report Assigned Teacher's Initials _____

# Activity Log

Similar to a reading log, this form is for recording all the activities your child may do during the intervening months between one grade level and the next (i.e., summer break). Activities may be one-time or ongoing events; some examples include:

- joining a community sports team,
- playing an instrument at church,
- visiting a nursing home, or
- taking a craft course with your local homeschool network or at a community college.

As a rule, the activities listed here should not be chores or vacations. Rather, they should expand the child's horizons through developing new skills and serving others in the community.

## DEFINITION OF TERMS

<b>Name</b>	Record the name of the activity or the location where it is occurring. Examples might include: AYSO soccer, Feed My Starving Children (food pantry), or Pottery 101 class at NW Community College.
<b>Contact</b>	Indicate the name of the person in charge of the activity. This is the person whom you would contact if you needed any follow-up.
<b>Activities Planned</b>	Write down what your child plans to do while at this activity. This does not have to be a detailed listing; a basic summary will suffice. Some examples might include "playing little-league baseball" or "packing shoeboxes with supplies for children in Africa."
<b>Day/Date</b>	If the event is recurring, write down the days of the week (e.g., Mon or MWF) your child is participating. If it is a one-time event, simply write the date the event happened.
<b>Frequency</b>	Write down how often the event occurs. Some examples of frequency include: one-time, monthly, 2x per month, weekly, and daily.
<b>Category</b>	Category indicates the kind of activity being performed, and is intended to highlight where the child is focusing his/her energies. Use one from this list of examples, or write your own if you prefer. You may also include more than one, if appropriate.
	Art                      Handicraft                      Music                      Service Project
	Education                      Health / Fitness                      Religious                      Sports



# Activity Log

Student's Name \_\_\_\_\_

This form is for recording all the activities your child may do during the intervening months between one grade level and the next (i.e., summer break).

Name _____	Contact _____	
Activities Planned _____		
Day/Date _____	Frequency _____	Category _____

Name _____	Contact _____	
Activities Planned _____		
Day/Date _____	Frequency _____	Category _____

Name _____	Contact _____	
Activities Planned _____		
Day /Date _____	Frequency _____	Category _____

Name _____	Contact _____	
Activities Planned _____		
Day/Date _____	Frequency _____	Category _____

Name _____	Contact _____	
Activities Planned _____		
Day/Date _____	Frequency _____	Category _____

# Prayer Journal

Daily prayer is not an academic assignment intended for the school year. Rather, it is a lifestyle choice that keeps us attuned to God. If prayer has been viewed as a homework assignment in the past, try to move away from a "have to" mentality and into a "privileged to" exercise.

This journal is designed to be a list of the specific prayers, praises, thanksgivings, and supplications that weigh on your heart (both parent and child are encouraged to use this form). Use it as a reminder of things to bring before God, and record when those prayers are answered.

Name \_\_\_\_\_

Prayers of Adoration, Praise, and Thanksgiving	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Prayers for Family Members and Friends	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Prayers for Church / Ministry Leaders and Members	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		

# Prayer Journal

Prayers for Missions and Missionaries	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Prayers for Your Community, State, and Nation, and Their Leaders	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Other Prayer Requests	Date Requested	Date Answered
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		