

**Narrative - Sample -**

Mary Jones  
Anytown, NY 00000  
June 14, 2014

Mr. Joe Doe  
Superintendent of Schools  
13 Main St.  
Anytown, NY 00000

Dear Superintendent Doe,

Jimmy Jones has completed second grade using The Weaver Curriculum as his base. This curriculum is a multi-level, integrated, unit study curriculum and includes all subjects except for math, music, and reading.

He has a firm understanding of his second grade level work in his academic subjects and continues to excel in creativity and personal expression in art, music, original experiments and inventions. Jimmy is a creative child who enjoys "being himself" and is most content when busy with his latest "great idea." He readily works very diligently in these areas and does all of his work with perseverance.

Jimmy continues to have an appreciation for learning and, as usual, truly enjoyed his school year. He has demonstrated a good grasp of his curriculum for the 2013-2014 school year.

Sincerely,

Mrs. Mary Jones  
(Signed)

**Narrative - Sample -**

Jonathan Jones  
1234 Main St.  
Anytown, NY 00000

Grade: 3  
2013-2014  
June 14, 2014

After reviewing Jonathan's schoolwork for the 2013-2014 school year,  
I have determined that:

- Jonathan is a very good reader: His comprehension is good and his reading vocabulary is expanding. His word attack skills are still a strength.
- Jonathan demonstrates a good understanding of the English language through speech and writing. Jonathan's writing has improved tremendously; He enjoys writing poems, too.
- Jonathan does very well in Math. He has successfully completed the Grade 3 Math text.
- Jonathan has participated in a wide variety of activities in science and history. He demonstrates good understanding of all concepts presented.
- Jonathan also participated in and was instructed in Music, Phys, Ed., Art and Library.

Based on my review of Jonathan's work, we can confidently say that he has successfully completed third grade.

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Mrs. Mary Jones (signed)

Mary Smith  
444 Any Street  
Anytown, NY 00000  
June 4, 2014

**Narrative - Sample -**

Mr. Joe Doe  
Superintendent of Schools  
13 Main St.  
Anytown, NY 00000

Dear Superintendent Doe,

Brenda Smith has successfully completed the fourth grade material from The Weaver Collection, a multi-level, integrated, unit-study curriculum, which included all subjects except for math, music and reading. However, reading list was taken from the recommended list in the *Weaver's Teaching Tips and Techniques*.

Brenda's strength is in reading and she excels in this area. She also exhibits a strong interest in the fine arts of music and dance.

Brenda has worked exceptionally hard in mathematics this year and I believe she has reached a goal of solidifying her math skills. Both health and art are enjoyed by Brenda and she is doing a splendid job in both of these subjects. Brenda's writing skills are more than satisfactory for the grade level but there is some fluctuation in their consistency. Mrs. Smith has expressed a desire to work more extensively in this area with Brenda next year.

Brenda will have her New York State History and New York State Constitution requirement completed by the end of this school year. These were integrated within different units of the Weaver curriculum, as well as with the use of the Abeka State Notebook, library books and field trips. Her work in this area is satisfactory and she enjoys it a great deal.

Brenda impressed me as a child with a loving, caring nature who has a concern for others. She has worked very hard this school year and deserves to be commended for her efforts.

Sincerely,

Mrs. Mary Smith  
(signed)

Mrs. Grace Allen  
444 Any Street  
Anytown, NY 00000  
June 4, 2014

**Narrative - Sample -**

Mr. Joe Doe  
Superintendent of Schools  
13 Main St.  
Anytown, NY 00000

Dear Superintendent Doe,

Beth has satisfactorily completed her school work for sixth grade, using a multi-level; integrated, unit study curriculum. This type of curriculum has benefited Beth in several ways. She has been able to study and explore areas that interest her, more in depth than she could with the typical textbook curriculum. Studying the same topics as her brother and sister has allowed her to work cooperatively with them on various projects. Discussions among them have been generated due to researching the answer to a common question or problem. It has helped to improve her research and writing skills.

Continuing in Saxon Math, Beth has solidified her basic math skills and learned new concepts with ease. She has done very well in math this year and is much more confident about her ability in this subject than in past years.

She has good comprehension in reading and fairly good analytical skills. She often chooses to read in her spare time and has truly found enjoyment in reading as a pastime. Spelling is still a weak area for Beth. She scores well on spelling tests, but makes spelling errors in her writing. She has shown improvement, but we continue to work at strengthening this weakness.

She has a solid foundation in language arts in the areas of grammar, expression, and punctuation. She has blossomed this year in creative writing, often doing more than the assignment required.

Beth especially enjoys the study of animals and plants in science. She also enjoys aspects of health. Upon completing this school year she has gained a clearer perspective on how the events of history fit together. She has a fine grasp of beginning computer skills.

She has explored many different skills and techniques in arts and crafts. She often took the initiative to start a project on her own. She is a member of a local 4-H club which affords her the opportunity to learn and grow in various areas of arts and crafts, practical arts, science, public speaking, and community service.

Beth has become more responsible and much more conscientious about her school work this year. She usually completes a task promptly when given an assignment and works independently and diligently.

Sincerely,

Mrs. Grace Allen  
(signed)

## **Alternative Annual Assessment Peer Review Panel**

One of the alternatives to testing suggested in the Regulations is the establishment of a peer review panel. The following materials were edited from documents volunteered by one of the LEAH chapters which offered this option to their members. Please realize that the Regulations are not specific as to the contents of the documents and these pages are only made as a suggestion for your consideration, and may be altered to suit the purposes of your individual situation.

### **Components:**

**Notes & Helps for Parents**

**Information Sheets -Parents to Panel**

**Form Letter -Panel to School Superintendent**

# Home Town LEAH Peer Review Panel

## Notes and Helps for Parents

This list is intended to facilitate the peer review process for both parents and panel members.

### WHAT TO INCLUDE IN THE PORTFOLIO:

- A copy of the IHIP that you submitted to your school district
- The Parent Comment Form: Please include any comments about the year in general with specifics about areas that you want the committee to be aware of during their evaluation.
- Examples of your child's work including a representative piece from each major subject area for each quarter. These could be tests, workbook pages, projects, even a short video or audio tape, i.e. anything which accurately demonstrates the progress of your child.

### WHAT YOU CAN EXPECT:

- This is not a snap judgement. This is a time for serious evaluation, friendly suggestions, and sympathetic support from parents who are experiencing many of the same things you are.
- Honesty, support, and confidentiality. The panel members won't tell you anything that isn't meant to be helpful and useful to you. We are a support group that cares about the success of one another.
- Two copies of a letter to submit to your school superintendent. This is a form letter with appropriate personal comments inserted. You should keep one copy for your own records.

# Home Town LEAH Peer Review Panel Annual Assessment

## Parent Comments for the Panel

Child's Name: Paul Johnson

Grade: 1

Date: June 15, 2014

Initially Paul knew the alphabet letters and how to write them, but he had difficulty remembering letter sounds. In observing his difficulty, we decided he lacked the maturity to do the reading program, *Sing, Spell, Read & Write* that we had originally chosen, so we substituted an extended phonics practice and oral language activities. Later we also switched to the Little Patriots series. Since March, Paul has completed the first books of the series and has shown readiness to progress further.

As writing goes along with reading, Paul has not done much until lately. Now that he is beginning to read he is eager to spell the words he is reading,

Paul does well with number facts to ten. He has some difficulty remembering numbers in the teens or twenties. He recognizes money values up to quarters and he knows that four quarters make a dollar.

*Joe & Betty Johnson, parents*

**From: HomeTown LEAH  
Peer Review Panel**

**Regarding: Annual Assessment**

**Date:** \_\_\_\_\_

To: Mr. John Allen, Superintendent  
Home Town School District

Home Town LEAH, the area support group for home schooling families, has established a peer review panel for annual assessments as provided for in the Regulations (Amendment to the Commissioner's Regulations 100.10). This panel consists of fellow home educators who have reviewed the IHIP and representative samples of schoolwork for the individual listed below.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents' Names: \_\_\_\_\_

\_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

We, the undersigned, have examined the portfolio of schoolwork as provided to us by the parents and interviewed (Name of Student ). It is clear from the material examined that (substitute an appropriate descriptive adjective) academic progress has been made by ( Name of Student )appropriate to the age and grade level listed above.

(A specific narrative comment can be included at this point, similar to the other types of narratives given in the samples provided .)

Sincerely yours,  
HomeTown LEAH Peer Review Panel  
*Signatures following*