Worcester Public Schools Homeschooling

SY 18-19 and 19-20
Evidence of Progress

- Dated Work Samples
- Report Cards
- Standardized Assessments
- Scope and Sequence
- Narrative Report
Evidence of Progress

- There are options regarding evidence of progress and parents can choose any of the five outlined. These documents can be provided during the year in multiple submissions or can be submitted at the end of the school year as part of the process for the future year plan. Parents wishing assistance in choosing a method are welcome to contact the Child Study Office. We encourage parents to keep copies of all submitted materials for their records.
September 28, 2017

Jam begins with the j sound.
Write j if the picture name begins with the j sound.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="jar.png" alt="Jar" /></td>
<td><img src="map.png" alt="Map" /></td>
<td><img src="june.png" alt="June" /></td>
<td><img src="bird.png" alt="Bird" /></td>
</tr>
<tr>
<td><strong>jar</strong></td>
<td><strong>Map</strong></td>
<td><strong>June</strong></td>
<td><strong>Bird</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tbody>
<tr>
<td><img src="box.png" alt="Box" /></td>
<td><img src="jug.png" alt="Jug" /></td>
<td><img src="zip.png" alt="Zip" /></td>
<td><img src="jump.png" alt="Jump" /></td>
</tr>
<tr>
<td><strong>Box</strong></td>
<td><strong>Jug</strong></td>
<td><strong>Zip</strong></td>
<td><strong>Jump</strong></td>
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</tbody>
</table>

Answer: A (1)

October 1

Pan begins with the p sound.
Write p if the picture name begins with the p sound.

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><img src="pan.png" alt="Pan" /></td>
<td><img src="pineapple.png" alt="Pineapple" /></td>
<td><img src="student.png" alt="Student" /></td>
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<tr>
<td><strong>Pan</strong></td>
<td><strong>Pineapple</strong></td>
<td><strong>Student</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>7</th>
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<tbody>
<tr>
<td><img src="pen.png" alt="Pen" /></td>
<td><img src="pig.png" alt="Pig" /></td>
<td><img src="panther.png" alt="Panther" /></td>
<td><img src="pineapple.png" alt="Pineapple" /></td>
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<td><strong>Pen</strong></td>
<td><strong>Pig</strong></td>
<td><strong>Panther</strong></td>
<td><strong>Pineapple</strong></td>
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</tbody>
</table>

Answer: A (2)

Cup ends with the p sound. Write p if the picture name ends with the p sound.

<table>
<thead>
<tr>
<th>9</th>
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<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="cup.png" alt="Cup" /></td>
<td><img src="bat.png" alt="Bat" /></td>
<td><img src="net.png" alt="Net" /></td>
</tr>
<tr>
<td><strong>Cup</strong></td>
<td><strong>Bat</strong></td>
<td><strong>Net</strong></td>
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<table>
<thead>
<tr>
<th>12</th>
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<tr>
<td><img src="blackhawk.png" alt="Blackhawk" /></td>
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<tr>
<td><strong>Blackhawk</strong></td>
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Answer: A

<table>
<thead>
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<th>9</th>
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<th>11</th>
<th>12</th>
</tr>
</thead>
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<tr>
<td><img src="cup.png" alt="Cup" /></td>
<td><img src="broom.png" alt="Broom" /></td>
<td><img src="pen.png" alt="Pen" /></td>
<td><img src="hat.png" alt="Hat" /></td>
</tr>
<tr>
<td><strong>Cup</strong></td>
<td><strong>Broom</strong></td>
<td><strong>Pen</strong></td>
<td><strong>Hat</strong></td>
</tr>
</tbody>
</table>

Answer: A

Student: A (3)

Unit 1 Lesson 3
Name: S.

11-15-17

3 + 1 = 4
3 - 1 = 2
3 x 1 = 3
6 + 1 = 7
6 - 1 = 5
6 x 1 = 6
2 + 2 = 4
2 - 2 = 0
2 x 2 = 4
4 + 1 = 5
4 - 1 = 3
4 x 1 = 4

Bonus
100 x 1 = 100
10 x 0 = 0

Student B(1)

Date: 3, 2018

8 + 4 = 12
10 - 6 = 4
14 x 1 = 14
3 + 9 = 12
6 - 3 = 3
6 x 2 = 12
8 + 5 = 13
15 x 0 = 0
13 + 9 = 22
10 - 3 = 7
15 - 7 = 8
100 x 0 = 0
14 + 14 = 28

Student B(2)

Place Value Tree

53
50 + 3

65
60 + 5

43
40 + 3

28
20 + 8

19
10 + 9

31
30 + 1

26
20 + 6

45
40 + 5

52
50 + 2

99
90 + 9

Student B (3)
Activity from: April 30, 2017 to April 2, 2018

* PLACE VALUE
  Skill
  Numbers to 120
  Groups of ten objects
  Tens and ones
  2-digit place value challenge
  Compare 2-digit numbers
  Compare 2-digit numbers 2

* ADDITION AND SUBTRACTION
  Skill
  Add within 20
  Add 3 numbers
  Subtract within 20

* MEASUREMENT AND GEOMETRY
  Skill
  Relative position
  Compare shapes
  Compose shapes

* KNOWING OUR NUMBERS
  Skill
  Break apart 2-digit addition problems
  Regroup when adding 1-digit numbers
  Equal sign
  Find missing number (add and subtract within 20)
  Addition and subtraction word problems 1
  Addition and subtraction word problems 2
  Word problems with "more" and "fewer" 1
  Word problems with "more" and "fewer" 2
  Add 1 or 9
  Add 1 to or 10 (no regrouping)
  Add 2-digit numbers (no regrouping)
  Break apart 2-digit addition problems
  Regroup when adding 1-digit numbers

* ADDITION AND SUBTRACTION
  Skill
  Subtract within 5
  Make 10
  Making 5
  Add within 10
  Subtract within 10
  Subtraction word problems within 10

* MEASUREMENT AND GEOMETRY
  Skill
  Relative position
  Compare shapes
  Compose shapes
LESSON PRACTICE

Find the answer by:

1. $1 \times 0 = \frac{2}{2}$
2. $0 \times 3 = \frac{3}{3}$
3. $4 \times 0 = \frac{4}{4}$
4. $0 \times 6 = \frac{6}{6}$
5. $(9)(0) = \frac{9}{9}$
6. $(0)(2) = \frac{0}{0}$
7. $(0)(5) = \frac{5}{5}$
8. $(8)(0) = \frac{8}{8}$
9. $7 \cdot 0 = \frac{7}{7}$
10. $1 \cdot 1 = \frac{1}{1}$
11. $8 \cdot 1 = \frac{8}{8}$
12. $1 \cdot 2 = \frac{2}{2}$
13. $3 \times 1 = \frac{3}{3}$
14. $(1)(5) = \frac{5}{5}$
15. $(7)(1) = \frac{7}{7}$
16. $1 \cdot 4 = \frac{4}{4}$
17. $9 \times \frac{1}{9}$
18. $1 \times \frac{6}{6}$
19. $1 \times 0 = \frac{1}{1}$
20. $0 \times \frac{5}{5}$

SYSTEMATIC REVIEW

Multiply.

1. $(4)(9) = \frac{36}{36}$
2. $3 \times 3 = \frac{9}{9}$
3. $6 \times 6 = \frac{36}{36}$
4. $7 \times 6 = \frac{42}{42}$
5. $\frac{9}{9} \times \frac{7}{7}$
6. $\frac{3}{3} \times \frac{8}{8}$
7. $\frac{9}{9} \times \frac{5}{5}$
8. $\frac{4}{4} \times \frac{8}{8}$
9. $\frac{8}{8} \times \frac{2}{2}$
10. $\frac{9}{9} \times \frac{3}{3}$
11. $\frac{6}{6} \times \frac{3}{3}$
12. $\frac{6}{6} \times \frac{5}{5}$
January 30, 2013

The Lion Who Struggled

One relaxing day a Loin was asleep in Africa. A mouse was struggling to get over a stick and accidentally fell on a lion's nose. The lion awoke with a roar: "Oh pardon me, your majesty! Is there a way I can help you?" The lion laughed and said, "Ha-ha, you're just a little creature!"

The mouse sadly went home in the log he tried to get over in.

June 26, 2018

Andrew Jackson

The first president that came from a plain common people themselves was Andrew Jackson. He was the hero of the battle of the New Orleans. He was born in the Carolinas in 1767.

In a battle he got captured and ordered to shine the captain's shoes. So the captain took his sword and slashed Andrew. On his cheek, the scar stayed forever.
Change to mixed numbers.
1. \( \frac{15}{4} \) = 3 \( \frac{3}{4} \)
2. \( \frac{4}{3} \) = 1 \( \frac{1}{3} \)
3. \( \frac{5}{6} \) = \( \frac{5}{6} \)
4. \( \frac{8}{3} \) = 2 \( \frac{2}{3} \)

Change to improper fractions.
5. \( \frac{8}{3} \)
6. \( \frac{13}{2} \)
7. \( \frac{8}{6} \)
8. \( \frac{8}{3} \)

Add or subtract and reduce to simplest form.
9. \( \frac{1}{2} + \frac{1}{4} = \frac{3}{4} \)
10. \( \frac{3}{5} - \frac{2}{5} = \frac{1}{5} \)
11. \( \frac{5}{7} + \frac{3}{7} = \frac{8}{7} \)
12. \( \frac{3}{5} + \frac{2}{5} = \frac{5}{5} = 1 \)
13. \( \frac{5}{9} - \frac{3}{9} = \frac{2}{9} \)
14. \( \frac{5}{7} + \frac{3}{7} = \frac{8}{7} \)

Restate in exponential form, then calculate.
1. \( 2^3 \times 2^2 = 2^5 = 32 \)
2. \( 4^2 \times 4^3 = 4^5 = 1024 \)
3. \( 2\times2\times2\times2\times6-5\times5 \times 5 \)

Restate using scientific notation.
4. \( 3,456,984,01 \)
5. \( 8,694,140 \)
6. \( 9,990,000 \)
7. \( 10,000,000 \)
8. \( 63,56 \)

Calculate using order of operations (PEMDAS).
9. \( \frac{3}{7} \times (2 + 3) = \frac{15}{7} \)
10. \( 3 - (4 - 2) + 6 \times 2 = 59 \)

What number property does each expression display?
11. \( 3 + 4 + 5 = 5 + 3 + 4 \) (Commutative)
12. \( 3(4 + 6) = 3(4) + 3(6) \) (Distributive)
13. \( (15 + 16) + 10 = 15 + (16 + 10) \) (Associative)
14. \( 3 \times 0 = 0 \) (Identity)
15. \( 16(5 - 3) = 16 \times 5 - 16 \times 3 \) (Distributive)
5) The electrical grid is amazing. It is easily transportable over long distances. Which term is NOT a part of this system:
   a- grid  
   b- siphon  
   c- substation  
   d- circuit

6) The funny word used to name the electrical overhead conductors used to route power through a substation, made of cables and aluminium framework:
   a- bus  
   b- truck  
   c- train  
   d- tractor

7) The ___________ is the wiring that leads power into a building, we found ours on our house one day.
   a- timer  
   b- amplitude  
   c- service drop  
   d- can
Match the Polish word with its English meaning:

1) nie - and you?
2) witaj - please
3) co - how are you?
4) proszę - welcome
5) jak się masz? - very good
6) bardzo dobrze - not that good
7) a żyli - yes
8) nie bardzo dobrze - no
<table>
<thead>
<tr>
<th>Location or Institution</th>
<th>Limit on U.S. Freedoms and Constitutional Guarantees</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public and private educational buildings</td>
<td>Religious practices are treated in schools and religious beliefs should be upheld over another</td>
<td>This prevents discrimination over religion and ensures non-religious students from being forced to participate</td>
</tr>
<tr>
<td>Hospitals</td>
<td>You cannot make false claims about your health or wellbeing</td>
<td>This is to protect people from lying or things like drugs</td>
</tr>
<tr>
<td>Government buildings (court houses)</td>
<td>You cannot just speak any time you want to in a courtroom, and cannot relate to the case of free speech proceedings</td>
<td>This is so cases are not interrupted and for the case of free speech proceedings</td>
</tr>
<tr>
<td>Public areas (movie theaters, parks, shopping areas, etc.)</td>
<td>You cannot cause a panic for no reason or harass people</td>
<td>This is to protect people from panic and disorder</td>
</tr>
<tr>
<td>Correction facilities (prisons)</td>
<td>You cannot threaten people with violence and have little privacy left</td>
<td>This is to protect against prisoners using their rights to break out or commit further crimes</td>
</tr>
</tbody>
</table>

**Traditional Logic I**

Final Exam

Indicate the three parts of logic on the following chart:

<table>
<thead>
<tr>
<th>Mental Activity</th>
<th>Verbal Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Apposition</td>
<td>Term</td>
</tr>
<tr>
<td>Deduction</td>
<td>Transitive</td>
</tr>
<tr>
<td>Induction, Definition</td>
<td>Syllogism</td>
</tr>
</tbody>
</table>

Write the Four Statements of logic:

\[ \text{All } S \text{ is } P \]

\[ \text{Some } S \text{ is } P \]

\[ \text{No } S \text{ is } P \]

\[ \text{Some } S \text{ is not } P \]

Give the definitions of quality and quantity as they relate to statements:

**Quality:** Shows whether a statement is affirmative or negative.

**Quantity:** Shows whether a statement is universal or particular.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Universal</td>
</tr>
<tr>
<td>E</td>
<td>Particular</td>
</tr>
<tr>
<td>I</td>
<td>Particular</td>
</tr>
<tr>
<td>O</td>
<td>Universal</td>
</tr>
</tbody>
</table>

Give the quality and quantity of each of the four statements:

Draw the square of opposition, indicating the four relationships of opposition:

\[ \text{A: Contraries} \]

\[ \text{E: Contraries} \]

\[ \text{I: Subaltern} \]

\[ \text{O: Subaltern} \]
Report Cards
Report Cards

- Report cards can be submitted during the school year or may be provided after final marks have been assigned.
### Progress Report

**Student:**

**Worcester,**

**GRADES 7**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st quarter</th>
<th>2nd quarter</th>
<th>3rd quarter</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>97%</td>
<td>93%</td>
<td>94%</td>
<td>99%</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>98%</td>
<td>98%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>History (Ancient Civilizations)</td>
<td>99%</td>
<td>97%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Science (Earth, space, life, microorganisms)</td>
<td>98%</td>
<td>98%</td>
<td>95%</td>
<td>91%</td>
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<tr>
<td>Social Studies (Modern World Economics and Politics)</td>
<td>99%</td>
<td>100%</td>
<td>95%</td>
<td>58%</td>
</tr>
<tr>
<td>Writing/Reading</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
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<tr>
<td>Computer Coding</td>
<td>A</td>
<td>A</td>
<td>A</td>
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**GRADES 6**

<table>
<thead>
<tr>
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<th>2nd quarter</th>
<th>3rd quarter</th>
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</thead>
<tbody>
<tr>
<td>Pre Algebra</td>
<td>97%</td>
<td>93%</td>
<td>97%</td>
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<tr>
<td>Grammar/Spelling</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>History (Modern British/American)</td>
<td>99%</td>
<td>100%</td>
<td>97%</td>
<td>A</td>
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<tr>
<td>Science</td>
<td>89%</td>
<td>92%</td>
<td>65%</td>
<td>A</td>
</tr>
<tr>
<td>Social Studies (The World Today - politically and geographically)</td>
<td>99%</td>
<td>98%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>Writing/Reading</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>A</td>
</tr>
<tr>
<td>Computer Coding</td>
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**GRADES 5**

<table>
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<th>Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>Language/Spelling</td>
<td>99%</td>
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<td>98%</td>
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<tr>
<td>History (1400-1900 Early Amer)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>A</td>
</tr>
</tbody>
</table>

### 2017-2018 Yearly Homeschool Assessment Report

**Student:**

**School Year:** September 2017 - June 2018

Terms by start date:
- **T1:** 09-02-2017
- **T2:** 11-01-2017
- **T3:** 01-12-2018
- **T4:** 04-06-2018 End Year Date: 05-31-2018

**Core Courses:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
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</thead>
<tbody>
<tr>
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<td>88%</td>
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</tr>
<tr>
<td>Writing</td>
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<td>83%</td>
<td>85%</td>
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<tr>
<td>Math</td>
<td>84%</td>
<td>80%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Science</td>
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<td>92%</td>
<td>96%</td>
<td>86%</td>
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<tr>
<td>Social Studies</td>
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<td>92%</td>
<td>90%</td>
<td>90%</td>
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</table>

**Other Courses:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
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<tr>
<td>Music</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
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<td>A</td>
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<tr>
<td>Foreign Language</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
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</tbody>
</table>

**Grading Scale:**

- **A** = 97-100
- **A-** = 93-96
- **B+** = 87-89
- **B** = 83-86
- **B-** = 80-82
- **C+** = 77-79
- **C** = 73-76
- **C-** = 70-72
- **D+** = 67-69
- **D** = 63-66
- **D-** = Below 60

**Date:** 06/04/2018  
**Signed:**

**Printed Name:**


# Academy ~ a homeschool initiative ~

## Progress Report 2017-2018

<table>
<thead>
<tr>
<th>School Year</th>
<th>2017-2018</th>
<th>Grade</th>
<th>gth</th>
<th>Grading Period</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td>Student</td>
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<td></td>
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<td>Dates</td>
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<tr>
<td>Parents</td>
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<table>
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<th>Course Description/Materials Used</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Teaching Textbooks: Algebra 1 with KUTA</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>The Giver, The Boy in the Striped Pajamas, Wednesday Wars, and 20,000 Leagues Under the Sea - Literature Guides</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
<tr>
<td>Grammar</td>
<td>The Good and the Beautiful</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
<tr>
<td>Writing</td>
<td>Writing and Rhetoric</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
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Signed: [Signature]  
Date: 01/22/18
Standardized Assessments
## Student Diagnostic Profile

### TermNova 2 (CAT 6), 2nd Edition Complete

#### Level 13 Form C Spring 2005 Norms

<table>
<thead>
<tr>
<th>Test Name</th>
<th>RS</th>
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<th>SS</th>
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<td>9</td>
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<td>Highest Level</td>
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</tbody>
</table>

### Graph

- Dark grey lines represent individual abilities. Light grey lines are composite scores derived from two or more tests.

---

For Seton Testing, Kenneth B. Clark, M.Ed., Executive Director
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Raw Score</th>
<th>Grade Equivalent</th>
<th>Percentile Rank</th>
<th>Starline</th>
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### Profile Narrative for IA

**Iowa Assessments**

<table>
<thead>
<tr>
<th>Form Assessments</th>
<th>Test Score</th>
<th>NRT</th>
<th>MPR Rank</th>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>Vocab.</td>
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<tr>
<td>Comprehension</td>
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<td><strong>ELA TOTAL</strong></td>
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<td><strong>Mathematics</strong></td>
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<td><strong>Computer</strong></td>
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<tr>
<td><strong>Science</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

- LEGEND = Legacy Range
- NRT = National Reference Test
- MPR = MPR Rank
- BPP = Benchmark Performance

**Scores**

- **LEGEND** = Legacy Range
- **NRT** = National Reference Test
- **MPR** = MPR Rank

**Achievement Yesterday and Today**

The Iowa Assessments measure student achievement and growth. The Standard Score (SS) describes a student's location on an achievement continuum from elementary through high school. The SS makes it possible to follow educational growth from year to year by comparing this year's score to those from earlier years.
Scope and Sequence
One method of writing a progress report is to use the scope and sequence of your homeschool materials to help you outline the skills and concepts your child has started or mastered.

A scope and sequence is a list of all the concepts, skills, and topics that the curriculum covers and the order in which they are introduced. You can find this list in most homeschool curricula. If yours doesn’t include it, check the table of contents’ main subheadings for ideas on what to include in your child’s progress report.

This simple, somewhat clinical method is a quick and easy option for meeting state laws. First, list each subject you covered in your homeschool during the year. Some examples include:

- Math
- History/social studies
- Science
- Language arts
- Reading
- Art
- Drama
- Physical education

(Retrieved from https://www.thoughtco.com/how-to-write-a-homeschool-progress-report-1833212)
Then, under each heading, note the benchmarks your student achieved, along with those which are in progress and those to which he was introduced. For example, under math, you might list accomplishments such as:

- Skip counting by 2’s, 5’s, and 10’s
- Counting and writing to 100
- Ordinal numbers
- Addition and subtraction
- Estimation
- Graphing

You may want to include a code after each, such as A (achieved), IP (in progress), and I (introduced). In addition to your homeschool curriculum’s scope and sequence, a typical course of study reference may help you to consider all the concepts your student has covered over the year and help you identify those he may need to work on next year.
Narrative Report
Narrative reports of progress are written in a conversational tone and illustrate a child’s growth over time. You might: 1. use specific observations; 2. link an assessment statement to the observation; and 3. cite evidence to support the assessment statement. The narrative could be organized with paragraphs by subject/content area or could be interdisciplinary.

Example: September 2016-June 2017

Jane is an enthusiastic student whose curiosity drives her love for learning. She enjoys her studies and projects and often initiates extensions such as finding and emailing an expert to use as a source for her project on composting this spring.

Jane demonstrates well-developed reading comprehension skills. In October she was able to diagram story plots using fairy tales from different cultures and did a wonderful job. She also demonstrated understanding by retelling the plot of “Baba Yaga” in her own words. She then wrote her retelling using a single paragraph that explained the beginning, middle and end of the story. In December and January, Jane created a fairy tale about a timber elf. Her story used the arc plot structure she became familiar with from the fairy tales she read in the fall. The elf’s scary exploration of a forest showed use of suspense. The characters were well developed. Jane utilized a thesaurus to enrich the adjectives she chose to describe the characters. The resolution at the castle embedded a life lesson. In February, Jane was actively working on making inferences. In discussions about the story “Poppy”, Jane demonstrated her ability to make predictions, relate aspects of the story to her science studies, and was able to infer cause and effect. While reading “Poppy”, memorable moments occurred when Jane discussed “What Makes a Hero?” and wrote a related essay. She was able to formulate her opinion, cite support for her opinion with evidence, and concluded with a clear definition of what a hero is, in her opinion. She organized a multi paragraph essay and was able to use events in the story appropriately to support her assertions. Text organization was strong, vocabulary use was rich and spelling was phonetic and easily decipherable. This February essay demonstrated Jane’s strong grasp of grammar concepts. In discussing her revisions, Jane identified nouns, action verbs and adjectives. She continued to use a thesaurus to broaden her word choice. The level of effort she puts into each writing assignment is commendable. For her spring research project on Composting, Jane is using a variety of different sources and utilizing the library’s multi-media resources well.

Jane has continued to develop her math skills. Her proficiency with addition and subtraction math facts in October averaged 75% with timed drills. In March, proficiency with addition and subtraction facts averaged 96% with timed drills. By mid-March, drills focused on multiplication and division facts. She continues with these. Her unit test average is 94% to date. Jane’s lowest test score came from her unit’s conversion test while her highest came from the word problem test. Jane can consistently pull apart/break down basic word problems. The puzzles/tasks on YouCubed are providing a format to hone her problem solving and strategy application. We are focusing on solving multi-step word problems across math topics at this time.

In social studies and science, Jane learned through projects and related field trips. In the fall, we visited Boston and used a map as we walked the Freedom Trail. At home, Jane created a map of our neighborhood and developed a key. In the spring, she studied the value of composting, planned and built a worm bin with assistance, and collected data over time. Jane explained this project, the purpose and the outcomes, in a power point presentation she developed.
Communication Process
To and From
Worcester Public Schools
Process for Submission of Annual Evidence and Re-approval process

1. Homeschool plans will be processed as received and required annually.
2. Plans submitted prior to June 15, 2019 will be responded to within 2 to 3 weeks.
3. Plans submitted after June 15, 2019 will be responded to within 4 to 5 weeks.
Process for Incomplete Homeschool Plans

1. The Child Study Department will contact the family with details regarding incomplete plans.
2. The family will be invited to an optional meeting (in person or on phone), with Child Study staff, to receive support to complete the plan.
3. The plan will be reviewed by the Child Study Department.
4. If the plan remains incomplete, the family will be provided an opportunity to revise the plan.
5. The family will be provided an opportunity to explain the proposed plan to the Superintendent or designee.
6. If the plan remains incomplete, the family will be provided an opportunity to revise the plan;
7. WE WILL WORK WITH YOU!!!!!!
What do I do if our plan is not yet approved and the year has begun?

1. If current homeschooler: Please continue homeschooling while your plan is processed.

2. If new plan: Send your child to school until receiving approval.
What if I don’t want to fill out the application?

The application helps the district process your homeschool plan and is the preferable method for providing your plan information to the district.

If you don’t want to fill out the application, you can provide the necessary information to the district in writing in a different format.
W.P.S. Contacts for Homeschool Questions

All questions regarding homeschooling should be directed to Maura Mahoney, Manager of Social Emotional Learning, Child Study Department at 508-799-3175 or via email mahoneym@worcesterschools.net
The Worcester Public Schools values working with families. If you would like to receive an electronic version of this presentation, please provide us with your email address. We will also mail/fax a copy if you request.

If you would like to meet to discuss the five options in more detail, please call Maura Mahoney, Manager of Social Emotional Learning, at 508-799-3175, or email mahoneym@worcesterschools.net to schedule an appointment.

Best wishes for another successful school year!