Worcester Public Schools Homeschooling

SY 19-20 and 20-21
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 Office of Social Emotional Learning (OSEL). We encourage parents to keep copies of all submitted materials for their records.
Dated Work Samples
September 28, 2017

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

1. jar
2. Nap
3. June
4. Bird

box
5. Jug
6. Zip
7. Jump

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

1. pen
2. map
3. sun
4. bear
5. pie
6. snake
7. pig
8. pineapple

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

9. hot air balloon
10. broom
11. racket
12. pencil
3 + 1 = 4
3 - 1 = 2
3 \times 1 = 3
6 + 1 = 7
6 - 1 = 5
6 \times 1 = 6
2 + 2 = 4
2 - 2 = 0
2 \times 2 = 4
4 + 1 = 5
4 - 1 = 3
4 \times 1 = 4

100 \times 1 = 100
10 \times 0 = 0

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

- 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
  Knowing our numbers

- MEASUREMENT AND DATA
  Skill
  Order by length
  Indirect measurement
  Measure lengths 1
  Solve problems with bar graphs 1
  Tell time to hour or half hour

- GEOMETRY
  Skill
  Name shapes 3
  Halves and fourths

- 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

- MEASUREMENT AND DATA
  Skill
  Order by length
  Indirect measurement
  Measure lengths 1

- 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

- MEASUREMENT AND DATA
  Skill
  Order by length
  Indirect measurement
  Measure lengths 1

- 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

- MEASUREMENT AND DATA
  Skill
  Order by length
  Indirect measurement
  Measure lengths 1
Lesson Practice
Find the answer by filling in the blank.

1. $1 \times 0 = \frac{2}{2}$
2. $0 \times 3 = \frac{3}{3}$
3. $4 \times 0 = \frac{4}{4}$
4. $0 \times 6 = 0$
5. $(9)(0) = \frac{9}{9}$
6. $(0)(2) = 0$
7. $(0)(5) = \frac{5}{5}$
8. $(8)(0) = 0$
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. $\frac{9}{9}$
18. $\frac{1}{1} \times \frac{6}{6}$
19. $\frac{1}{1} \times \frac{0}{0}$
20. $0 \times \frac{5}{5}$

Systematic Review
Multiply.

1. $(4)(9) = 36$
2. $3 \times 3 = 9$
3. $6 \times 6 = 36$
4. $7 \times 6 = 42$
5. $9 \times 7 = \frac{63}{63}$
6. $\frac{3}{3} \times \frac{8}{8}$
7. $\frac{9}{9} \times \frac{5}{5}$
8. $\frac{4}{4} \times \frac{6}{6}$
9. $\frac{8}{8} \times \frac{2}{2}$
10. $\frac{9}{9} \times \frac{2}{2}$
11. $\frac{6}{6} \times \frac{3}{3}$
12. $\frac{6}{6} \times \frac{5}{5}$
January 30, 2018

The Lion Who Struggled

One relaxing day a Lion 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 20, 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 New Orleans. He was born in the Carolinas in 1767. He fought the British revolution. 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.
Lessons 4-7
Change to mixed numbers.
1. 10
2. 3
3. 5
4. 8

Lessons 13-16
Restate in exponential form, then calculate.
1. $2^2 \cdot 3^3$ to $10 + 27 = 37$
2. $4^2 \cdot 6^1$ to $256 - 72 = 184$
3. $2 \cdot 2 \cdot 2 \cdot 2 + 6 \cdot 6 - 5 \cdot 5$ to $56 + 36 - 25 = 67$

Restate using scientific notation.
4. $3,456,984.01$ to $3.456984 \times 10^6$
5. $8,694.1$ to $8.6941 \times 10^3$
6. $0.00045$ to $4.5 \times 10^{-4}$
7. $1,094,059,904$ to $1.0940599 \times 10^9$
8. $63,560$ to $6.356 \times 10^4$

Lessons 4-7
Add or subtract and reduce to simplest form.
9. $\frac{1}{2} + \frac{1}{3} = \frac{5}{6}$
10. $\frac{3}{5} + \frac{2}{3} = \frac{1}{5}$

Lessons 13-16
Calculate using order of operations (PEMDAS).
9. $\frac{3}{5} + \frac{2}{3} + \left(\frac{5}{3} - \frac{2}{3}\right) \times 5$ to $4 \times 5 = 20$
10. $24 + \left(\frac{9}{3} \times 5 + \left(\frac{4}{3} \times 2 + \frac{2}{3}\right)\right)$ to $24 + \frac{16}{3} = 29 \frac{1}{3}$
11. $33 - (4 - 2) + 6 \times 2 + (5)^2 - 3 = 59$

Lessons 4-7
What number property does each expression display?
11. $3 + 4 + 5 = 5 + 4 + 3$ to Commutative
12. $(3 \times 4) = (4 \times 3)$ to Associative
13. $(15 + 16) + 18 = 15 + (16 + 18)$ to Associative
14. $34 \times (1) = 34$ to Identity
15. $3 + 0 = 3$ to Zero
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 — no
2) witaj — please
3) Jak — how
4) prosto — welcome
5) jak sie masz? — very good
6) bardzo dobrze — not that good
7) a jest — yes
8) nie bardzo dobrze — no
<table>
<thead>
<tr>
<th>Location of Distinction</th>
<th>Limitation of 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 not allowed in schools and no religion should be upheld over another.</td>
<td>This prevents discrimination between religions and protects the rights of students to be free from religion.</td>
</tr>
<tr>
<td>Hospitals</td>
<td>You cannot make false claims about your health or wellbeing</td>
<td>This is to prevent people from lying for things like insurance or medical reasons.</td>
</tr>
<tr>
<td>Government buildings (court houses)</td>
<td>You cannot just speak any time you want to in a courtroom, and cannot obstruct through proceedings.</td>
<td>This is to maintain order and allow for fair proceedings.</td>
</tr>
<tr>
<td>Public areas (movie theaters, parks, shopping areas, etc.)</td>
<td>You cannot cause a scene for no reason or harass people.</td>
<td>This is to protect people from panic and harm.</td>
</tr>
<tr>
<td>Correctional facilities (prisons)</td>
<td>You cannot harm people with violence and have little privacy left.</td>
<td>This is to protect against violence and ensure the rights of prisoners.</td>
</tr>
</tbody>
</table>

**TRADITIONAL LOGIC I**

Final Exam

Indicate the three parts of logic on the following chart:

- Mental Acts:
  - Self-Appreciation
  - Self-Apprehension
  - Transitive

- Verbal Expression:
  - Term
  - Definition
  - Synthesis

Write the four statements of logic:

- All S are P
- Some S are P
- Some S are not P
- Some S are not P

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

- Quality: States whether a statement is affirmative or negative.
- Quantity: States whether a statement is universal or particular.

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

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<thead>
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<th>Quality</th>
<th>Quantity</th>
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<tr>
<td>A</td>
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<tr>
<td>I</td>
<td>Particular</td>
</tr>
<tr>
<td>E</td>
<td>Particular</td>
</tr>
<tr>
<td>O</td>
<td>Universal</td>
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Draw the squares of opposition, indicating the four relationships of opposition:
Report Cards
Report Cards

- Report cards can be submitted during the school year or may be provided after final marks have been assigned.
### GRADE 7

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<tr>
<th>Subject</th>
<th>1st quarter</th>
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<th>3rd quarter</th>
<th>Final Grade</th>
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<tbody>
<tr>
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<td>98%</td>
<td>98%</td>
<td>99%</td>
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<tr>
<td>Grammar/Spelling</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td>History (Ancient Civilizations)</td>
<td>99%</td>
<td>97%</td>
<td>95%</td>
<td>98%</td>
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<tr>
<td>Science (Earth, space, life, micro organisms)</td>
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<td>98%</td>
<td>85%</td>
<td>91%</td>
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<tr>
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<td>100%</td>
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<td>58%</td>
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<tr>
<td>Writing/Reading</td>
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<td>92%</td>
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<tr>
<td>Computer Coding</td>
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<td>A</td>
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### GRADE 6

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<td>Pre Algebra</td>
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<td>97%</td>
<td>A</td>
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<td>Grammar/Spelling</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
<td>A</td>
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<tr>
<td>History (Modern British/American)</td>
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<td>100%</td>
<td>97%</td>
<td>A</td>
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<tr>
<td>Science</td>
<td>89%</td>
<td>92%</td>
<td>95%</td>
<td>A</td>
</tr>
<tr>
<td>Social Studies (The World Today — politically and geographically)</td>
<td>59%</td>
<td>98%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>Writing/Reading</td>
<td>93%</td>
<td>98%</td>
<td>93%</td>
<td>A</td>
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<tr>
<td>Computer Coding</td>
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### GRADE 5

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<td>99%</td>
<td>99%</td>
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<td>Language/Spelling</td>
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<td>99%</td>
<td>98%</td>
<td>A</td>
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<td>History (1800-1900 Early Amer)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>A</td>
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### 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:** 06-30-2018

**Core Courses:**

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<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
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<tr>
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<tr>
<td>Social Studies</td>
<td>90%</td>
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<td>90%</td>
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**Other Courses:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
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<th>T3</th>
<th>T4</th>
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<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>
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<td>Health</td>
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<td>Foreign Language</td>
<td>B</td>
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</table>

**Grading Scale:**

- A+ = 97-100
- A = 93-96
- A- = 90-92
- 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- = 60-62
- F = Below 60

**Date:** 06/04/2018

**Signed:**

**Printed Name:**
<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Description/Materials Used</th>
<th>Q1</th>
<th>Q2</th>
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<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
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<td></td>
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<td>Literature</td>
<td>The Giver, The Boy in the Striped Pajamas, Wednesday Wars, and 20,000 Leagues Under the Sea – Literature Guides</td>
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<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
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<td>Grammar</td>
<td>The Good and the Beautiful</td>
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<td>N/A</td>
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<td>Art</td>
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<td>Health</td>
<td>Aeba health</td>
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<tr>
<td>Physical Education</td>
<td>Trampoline, Soccer, Bicycling</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
</table>

Grammar School Grading Scale: Aceded, Satisfactory, Progressing, Not Mastered, Not evaluated at this time.

Signed: [signature]

Date: 6/22/18
Standardized Assessments
**Student Name:**  
**Date Test Taken:** 5/17/2018  
**Test:** California Achievement Test - Level 4  
**Grade Entering:** Grade 9

<table>
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<th>SUBJECT</th>
<th>Raw Score</th>
<th>Grade Equivalent</th>
<th>Percentile Rank</th>
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<tbody>
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# Profile Narrative for I

## Iowa Assessments

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<td>MATH TOTAL</td>
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**Legend**

LESL = Local Rank  
NAT = National Percentile Rank  
GRD = Grade Level  
GRD = Grade Range  
GRD = Grade Range  
GRD = Grade Range  

## Achievement Today

The graph to the left provides the National Percentile Rank (NPR) for each test and test composite in the assessment. The NPR indicates the percent of students in the same grade who obtained a lower score than.

Scores from 76-85 are in the average range. Students with ELA Total and/or Mathematics Total scores in this range may be ready for more advanced work including extending ideas when reading, developing an advanced reading vocabulary, or writing with logic and clarity, as well as expanding on higher level problem solving and data analysis skills in mathematics.

Scores from 26-74 are in the below average range. Students with ELA Total and/or Mathematics Total scores in this range may require reinforcement in such areas as understanding visual information when reading, developing a basic reading vocabulary, or writing with standard usage and grammar, as well as understanding number properties or solving simple number sentences.

**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 the educational growth from year to year by comparing the current 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 timid 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 the 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. By 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 98% 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 conversion test while her highest came from the word problem test. Jane can consistently pull apart/breakdown 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, 2020 will be responded to within 2 to 3 weeks.
3. Plans submitted after June 15, 2020 will be responded to within 4 to 5 weeks.
Process for Incomplete Homeschool Plans

1. The Office of Social Emotional Learning (OSEL) 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 Office of Social Emotional Learning staff, to receive support to complete the plan.
3. The plan will be reviewed by the Office of Social Emotional Learning.
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 plan?

The plan 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 plan, 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, 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!