Worcester Public Schools Homeschooling

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.

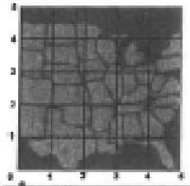
Jj

jam

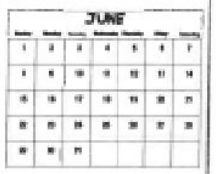
Student A (1)

1

jar

2 

Map

3 

June

4 b

Bird

5

box

6

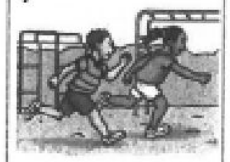
Jug

7

Zip

8

Jump

9 

jog

10

Net

11

jeep

12

bat

October 17 · 2017

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

Pp

pan

Student A (2)

1

p

2

p

3

p

4 p

5

p

6

g

7

p

8

p

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

cup

9

p

10

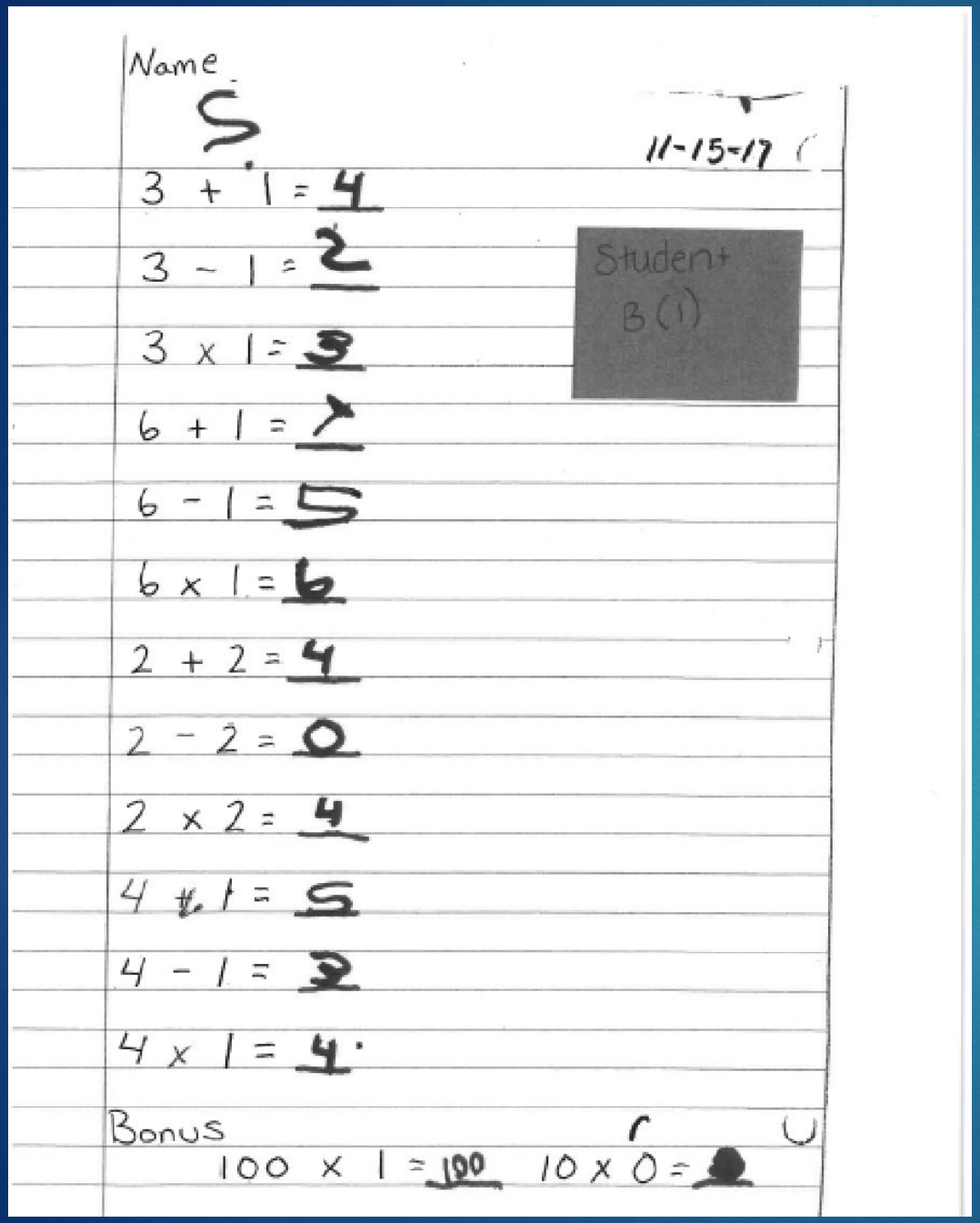
p

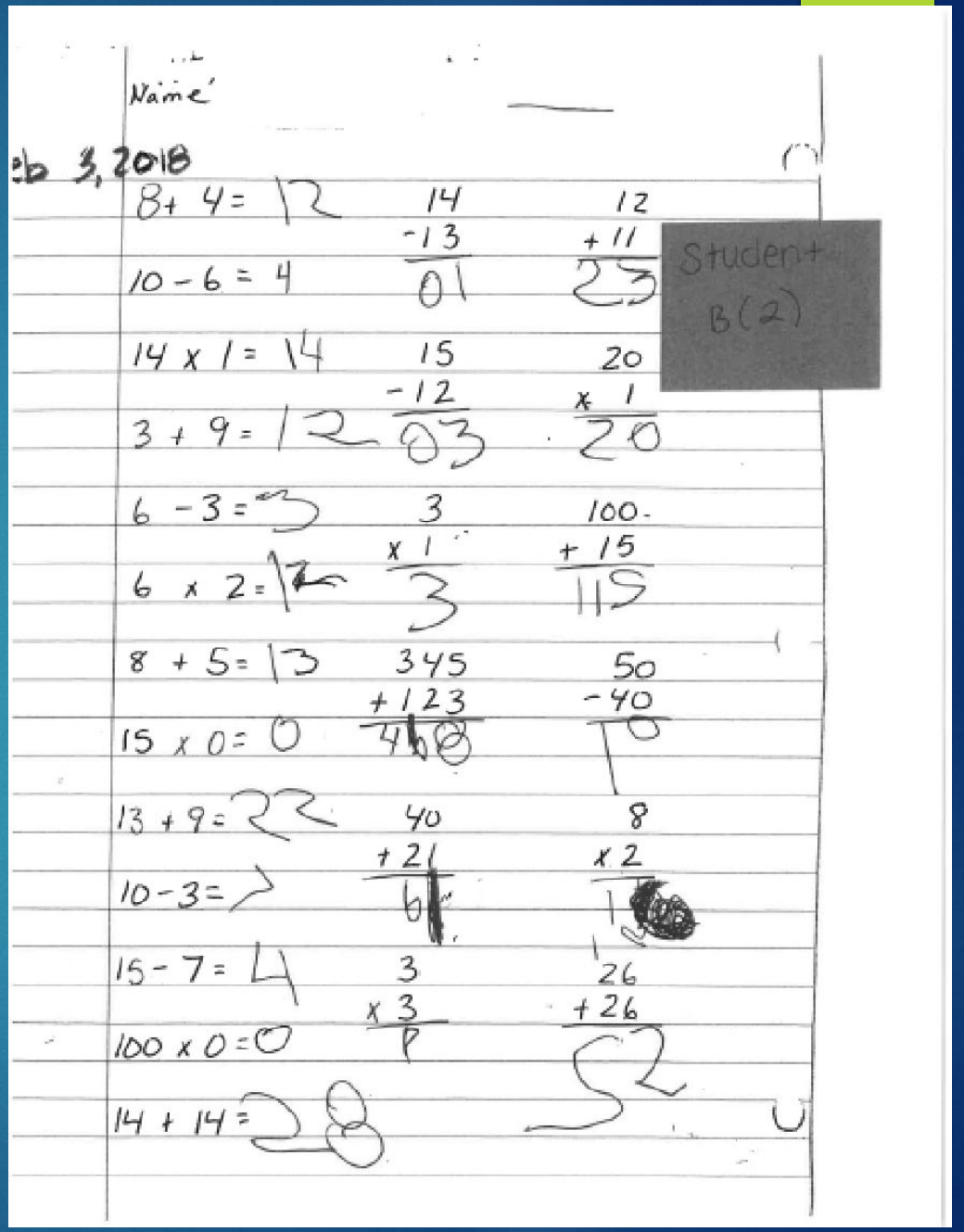
11

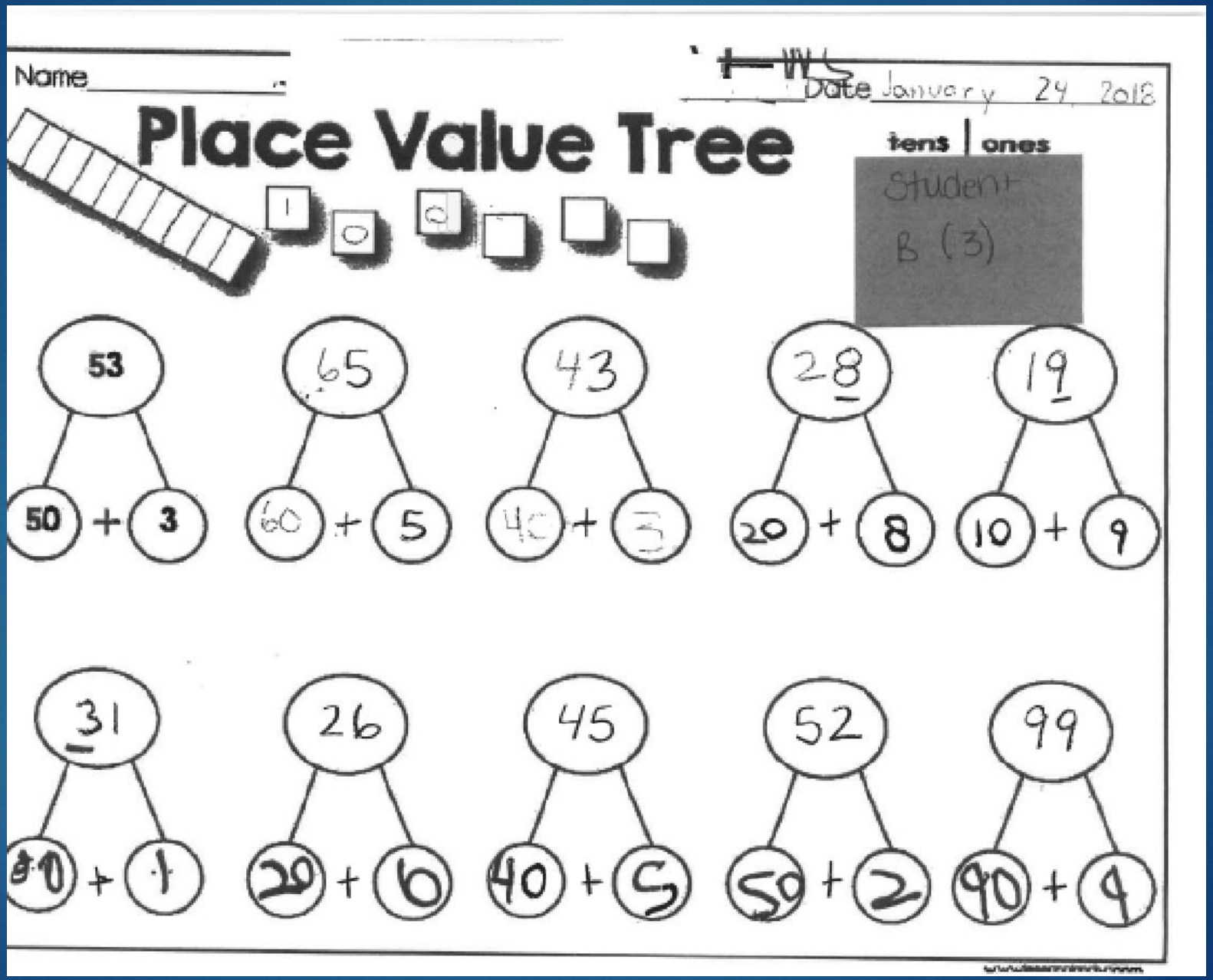
p

12

p


Name
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 =
Student B(1)


Name
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 = 4
100 x 0 = 0
14 + 14 = 28
14 - 13 = 01
12 + 11 = 23
15 - 12 = 03
20 x 1 = 20
3 x 1 = 3
100 + 15 = 115
345 + 123 = 468
50 - 40 = 10
40 + 21 = 61
8 x 2 = 16
3 x 3 = 9
26 + 26 = 52
Student B(2)


Name
Date January 24, 2018
Place Value Tree
tens | ones
Student B (3)
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

Mission: 1st grade

Activity from:April 30, 2017 to April 2, 2018

Total 1st grade progress

- 28 skills mastered
- 0 skills level two
- 0 skills level one
- 0 skills practiced
- 0 skills not started

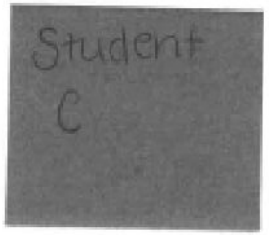
No activity in the selected d

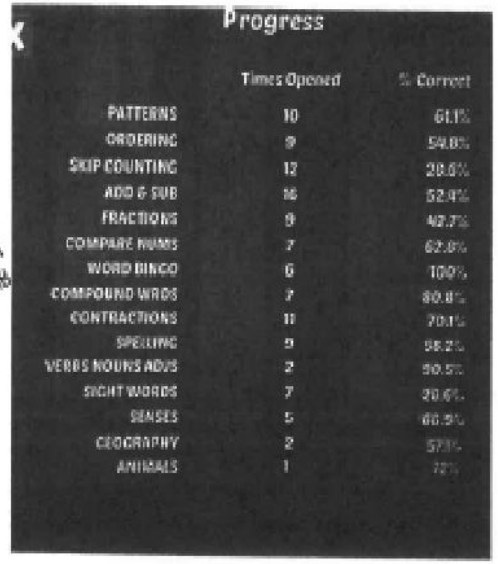
- PLACE VALUE

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

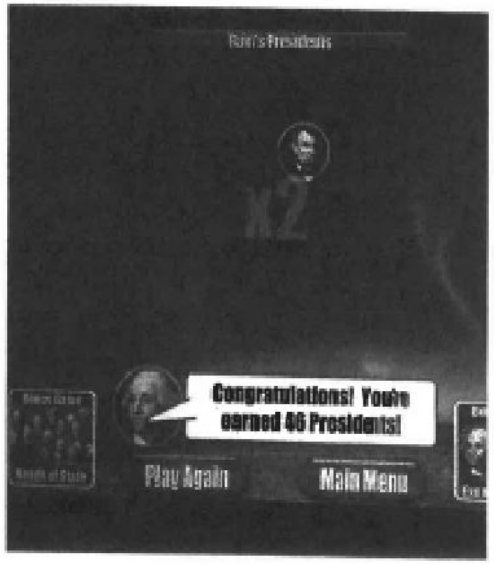
- ADDITION AND SUBTRACTION

Skill
- Add within 20
- Add 3 numbers
- Subtract within 20





Sept–April 2017 2018



- 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

- Break apart 2-digit addition problems
- Regroup when adding 1-digit 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

[redacted]

- Comparing numbers to 10
- Compare numbers of objects 2

- 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

- 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 10
- Add 1s or 10s (no regrouping)
- Add 2-digit numbers (no regrouping)
- Break apart 2-digit addition problems
- Regroup when adding 1-digit numbers

- MEASUREMENT AND DATA

Skill
- Order by length
- Indirect measurement
- Measure lengths 1

Student D (1)

August 2017

2A

LESSON PRACTICE

Find the answer by

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

Student D (2)

March 2018

14F

SYSTEMATIC REVIEW

Multiply.

1. $(4)(9) = 36$
2. $3 \times 3 = 9$
3. $6 \times 6 = 36$
4. $7 \cdot 6 = 42$
5. $9 \times 7 = 63$
6. $3 \times 8 = 24$
7. $9 \times 5 = 45$
8. $4 \times 6 = 24$
9. $8 \times 2 = 16$
10. $9 \times 3 = 27$
11. $6 \times 3 = 18$
12. $6 \times 5 = 30$

Student E (1)

January 30, 2018

The Lion Who Strugged

One relaxing day a Loin was asleep in Africa! Amouse was ~~strugling~~ struggling to get over a stick. ~~and~~ And ~~axudently~~ accidently fell on a ~~loins~~ lion's ~~noise~~ nose. The loin ~~awack~~ awoke with a roar! "Oh pardon me your majesty!" "Is there a way i can help you?" The ~~loin~~ lion ~~tafted~~ laughed "ha-ha you're just a little ~~creatre~~ creature!" ~~The~~ paragraph 2 The mouse sadly went home in the log he tried to get over in

History and Writing

Student E (2)

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 the 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 captians shoes so the caption took his sord and slashed Andrew. J on his cheeck, the scar stayed forever.

Name _____ Student F (1) 12/18/17

Unit Test

Lessons 4–7

Change to mixed numbers.

1. $\frac{15}{7}$ $2\frac{1}{7}$
2. $\frac{23}{5}$ $\frac{43}{45}$
3. $\frac{85}{17}$ 5
4. $\frac{311}{34}$ $8\frac{5}{34}$

Change to improper fractions.

5. $8\frac{6}{7}$ $\frac{62}{7}$
6. $14\frac{4}{9}$ $\frac{130}{9}$
7. $3\frac{17}{23}$ $\frac{86}{23}$
8. $4\frac{7}{31}$ $\frac{131}{31}$

Add or subtract and reduce to simplest form.

9. $\frac{3}{4}+\frac{1}{4}$ $\frac{4}{4}$
10. $\frac{10}{43}-\frac{5}{43}$ $\frac{5}{43}$
11. $\frac{5}{7}+\frac{3}{7}$ $\frac{8}{7}$
12. $\frac{23}{59}+\frac{24}{59}$ $\frac{47}{56}$
13. $\frac{45}{47}-\frac{34}{47}$ $\frac{11}{47}$
14. $\frac{12}{35}+\frac{18}{35}$ $\frac{30}{35}$
15. $\frac{65}{94}-\frac{18}{94}$ $\frac{47}{94}$
16. $\frac{33}{73}+\frac{23}{73}$ $\frac{10}{73}$
17. $3\frac{3}{7}-2\frac{2}{7}$ $1\frac{1}{7}$
18. $\frac{23}{33}+\frac{17}{21}$ $\frac{139}{179}$
19. $\frac{3}{7}+\frac{4}{5}$ $\frac{43}{35}$
20. $\frac{14}{25}-\frac{12}{29}$ $\frac{59}{1475}$
21. $\frac{4}{9}+\frac{1}{11}$ $\frac{53}{99}$
22. $\frac{17}{19}-\frac{2}{3}$ $\frac{13}{57}$
23. $\frac{1}{2}-\frac{19}{39}$ $\frac{1}{78}$
24. $\frac{8}{17}+\frac{9}{19}$ $\frac{305}{323}$

Name _____ Student F (2) 4/19/18

Unit Test

Lessons 13–16

Restate in exponential form, then calculate.

1. $2\times2\times2\times2+3\times3\times3$ 2^4+3^3 $16+27$ 43
2. $4\times4\times4\times4-5\times5\times5$ 4^4-5^3 $256-75=181$
3. $2\times2\times2\times2\times2\times2+6\times6-5\times5$ $2^6+6^2-5^2=75$ $64+36-25=$

Restate using scientific notation.

4. 3,456,984.01 3.4×10^6
5. 8,694.1 8.6×10^4
6. .00945 9.4×10^{-3}
7. 1,094,659,041 1.0×10^9
8. 63.56 6.3×10^1

Calculate using order of operations (PEMDAS).

9. $3\times(6-4)^2+(15-5)\times5+(5-3)\times4+3^3$
10. $17-(9+5)+(5-3)\times2+(9-4)^2$ 32
11. $24+(8+5)\times5+(9-3)^2$ $24+40+9$ $\frac{64}{3}=73$
12. $33-(4-2)^3+6\times2+(5)^2-3$ 59

What number property does each expression display?

Comutative Associative Zero Distributive Identity

13. $3+4+5=5+4+3$ C
14. $3(4+6)=3(4)+3(6)$ D
15. $(15+16)+18=15+(16+18)$ a
16. $34(1)=34$ 1
17. $3+0=3$ Z
18. $16(5-3)=(16\times5)-(16\times3)$ D

Student G

90% :)

Everyday Engineering Final

Date: 1-23-18

1) The gas which is a by=product of decomposing organic material , and a component of natural gas (what we use to heat our homes and gas stove) is called :

(a) methane — c- crude oil

b-octane — d- uber gas

2) Natural gas, oil and _____ are found underground and are used to fuel our world.

a- calcium — (c) coal

b- zanthite — d- Jessite

3) Our power plants that provide electricity across power lines to our homes and businesses, are run on :

a- coal, sugar and gum — c-guanine, tar and coal

(b) coal, natural gas and nuclear power — d- coal, water and flour

4) examples of renewable and eco-friendly power sources are :

a- dirt harvesting — (c) solar, hydroelectric, and wind

b- cow farts — d- cloud emissions

↑ Of corse

5) The electrical grid is amazing. It is easily transportable over long distances. which term is NOT a part of this system:

a-grid — c- substation

(b) siphon — d- circuit

X

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 — (c) train

b- truck — d-tractor

7) the _____ _____ is the wiring that leads power into a buiding, we found ours on our house one day.

a- timer — (c) service drop

b-amplitude — d-can

100% Dobrze!

POLISH TEST 1

Name: Student H Date: 10/10/17

Match the Polish word with its English meaning:

1

Name Student I

Unit Test

Lessons 1-

100% 11/22/17

Add or Subtract.

1. 266 + 45 = 311
2. 487 + 58 = 545
3. 1285 + 288 = 1573
4. 4539 + 567 = 5106
5. 739 + 473 = 1212
6. 639089 + 13487 = 652576
7. 867 − 49 = 818
8. 188 − 76 = 112
9. 1468 − 249 = 1219
10. 6939 − 144 = 6795
11. 5892 − 993 = 4899
12. 948 − 564 = 384
13. 6234 + 14788 = 21022
14. 24573 + 29358 = 53931
15. 57722 + 8989 = 66711
16. 80453 + 13809 = 94262
17. 12661 + 44867 + 9059 = 66587
18. 79255 + 5828 + 4770 = 89853
19. 487 − 294 = 193
20. 1765 − 376 = 1389
21. 28735350 − 18472 = 28716878
22. 22908 − 11192 = 11716
23. 93556 − 55690 = 37866
24. 18178 − 11188 = 6990

Unit Test Lessons 1–3 19

4.3.2 Courts and the Political Process *Module 4*

Name: Student J Date: 5/14/18

Location or Institution	Limits on U.S. Freedoms and Constitutional Guarantees	Why
Public and private educational buildings	Religious practices are limited in schools and no religion should be upheld over another	This prevents discrimination over religion and prevents non-religious students from being forced to participate
Hospitals	You cannot make false claims about your health or wellbeing	This is to prevent people from lying for things like drugs
Government buildings (court houses)	You cannot just speak any time you want to in a courtroom, and cannot intentionally disrupt preceedings	This is so cases are not interrupted want for the case of free speech
Public areas (movie theaters, parks, shopping areas, etc.)	You cannot cause a panic for no reason or harass people	This is to protect people from panic and slander
Correctional facilities (prisons)	You cannot threaten people with violence and have little privacy left	This is to protect against prisoners using their rights to break out or commit further crimes

$\frac{154}{186} = 83\% + 2 = 85\%$

TRADITIONAL LOGIC I

Final Exam

Name: Student J Date:

Indicate the three parts of logic on the following chart:

Mental Acts:	Verbal Expression:
Simple Apprehension	Term
Judgment	Proposition
Deductive Inference	Syllogism

Write the Four Statements of logic:

A: All S is P
I: Some S is not P O
E: Some S is P I
O: No S is P E

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

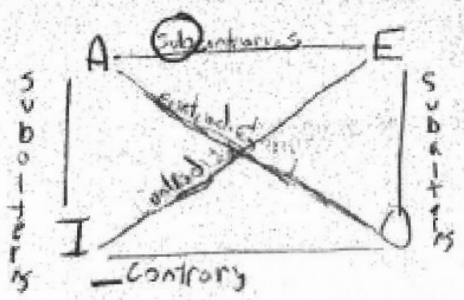
Quality: Shows whether a statement is affirmative or negative ✓

Quantity: Shows whether a statement is universal or particular ✓

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

	Quality	Quantity
A	Affirmative	Universal
I	Negative	Particular
E	Affirmative	Particular
O	Negative	Universal

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



$\frac{22}{29}$

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,

GRADE 7

Subject	1st quarter	2nd quarter	3rd quarter	Final Grade
Algebra	97%	93%	94%	96%
Grammar/Spelling	98%	98%	94%	95%
History (Ancient Civilizations)	99%	97%	99%	98%
Science (earth, space, life, micro organisms)	98%	98%	89%	91%
Social Studies (Modern World Economics and Politics)	99%	100%	99%	98%
Writing/Reading	90%	92%	92%	91%
Computer Coding	A	A	A	A

GRADE 6

Subject	1st quarter	2nd quarter	3rd quarter	Final Grade
Pre Algebra	97%	93%	97%	A
Grammar/Spelling	94%	94%	96%	A
History (Modern British/American)	99%	100%	97%	A
Science	89%	92%	95%	A
Social Studies (The World Today –politically and geographically)	99%	98%	98%	A
Writing/Reading	93%	90%	93%	A
Computer Editing	A	A	A	A

GRADE 5

Subject	1st quarter	2nd quarter	3rd quarter	Final Grade
Mathematics	98%	97%	98%	A
Language/Spelling	99%	98%	98%	A
History (1800-1900 Early Amer)	100%	100%	97%	A

2017 - 2018 Yearly Homeschool Assessment Report

Student: Grade: 2

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:

	T1	T2	T3	T4
Reading	92%	90%	88%	90%
Writing	82%	83%	85%	82%
Math	84%	80%	78%	82%
Science	85%	92%	96%	86%
Social Studies	90%	92%	90%	90%

Other Courses:

	T1	T2	T3	T4
Art	B	B	A	A
Music	A	B	A	B
Health	A	A	B	A
Foreign Language	B	A	B	B

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 = 60 - 66 F = Below 60	E = Excellent S = Satisfactory NI = Needs Improvement U = Unsatisfactory F = Fail	P = Pass F = Fail

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

Printed Name:

‹cademy
~ a homeschool initiative ~
Progress Report 2017-2018

School Year	2017-2018	Grade	8th	Grading Period	2017-2018
Student				Dates	1/23/18 – 6/15/18
Parents				Days Attended	95

Subject	Course Description/Materials Used	Q3	Q2	Q3	Q4
Math	Teaching Textbooks Algebra 1 with ELITA	N/A	N/A	Satisfactory	Satisfactory
Language Arts					
Literature	The Giver, The Boy in the Striped Pajamas, Wednesday Wars, and 20,000 Leagues Under the Sea – Literature Guides	N/A	N/A	Mastered	Mastered
Grammar	The Good and the Beautiful	N/A	N/A	Mastered	Mastered
Writing	Writing and Rhetoric	N/A	N/A	Satisfactory	Satisfactory
Science	Pearson Interactive Science: Cells and Heredity	N/A	N/A	Satisfactory	Satisfactory
History Geography	America's Story 3 The Good and the Beautiful	N/A	N/A	Mastered Mastered	Mastered Mastered
Art	The Good and the Beautiful Teacher Directed Curriculum	N/A	N/A	Mastered Mastered	Mastered Mastered
Music	Teacher Directed Curriculum	N/A	N/A	Mastered	Mastered
Spanish	Duolingo	N/A	N/A	Satisfactory	Satisfactory
Psychology	The Psychology Book	N/A	N/A	Satisfactory	Satisfactory
Health	Abeka Health	N/A	N/A	Mastered	Mastered
Physical Education	Trampoline, Soccer, Bicycling	N/A	N/A	Mastered	Mastered

Grammar School Grading Scale	Mastered	Satisfactory	Progressing	Not Mastered	Not evaluated at this time

Signed

6/22/18
Date

Standardized Assessments

Student Report

Stanford 10 Prim. 3/A - Grade 3 Spring (07)

abeka Testing

Student: I /
Grade: 3
ID:
DOB:

District:
School:
Class:

	RS	MaxPts	SS	PR	STN	GE	PERF	Percentile Rank
Total Reading	107	114	693	94	8	9.3	Adv.	94
Word Study Skills	29	30	727	94	8	12.9	Adv.	94
Vocabulary	30	30	725	97	9	11.3	Adv.	97
Comprehension	48	54	671	84	7	7.0	Prof.	84
Total Math	76	76	761	99	9	12.9	Adv.	99
Math Problem Solv.	46	46	740	99	9	12.9	Adv.	99
Math Procedures	30	30	732	98	9	12.9	Adv.	98
Total Language	43	48	687	83	7	7.3	Adv.	83
Spelling	37	38	726	99	9	12.9	Adv.	99
Science	34	40	662	85	7	7.8	Adv.	85
Social Science	37	40	685	94	8	12.3	Adv.	94
Listening	38	40	691	95	9	11.8	Adv.	95
Thinking Skills Basic	127	135	696	95	8	9.9		95
Basic Battery	301	316		96	9	12.4		96
Thinking Skills Complete	161	174	679	94	8	9.3		94
Complete Battery	372	396		95	8	10.1		95

Score Legend
RS Raw Score SS Scaled Score PR Percentile Rank

STUDENT REPORTS

- Various reports provide information about individual students' scores for subtests, totals, and/or clusters.
- The student's name and grade level appear at the top of the report for high visibility and quick recognition.
- The classroom teacher's name, school, and district appear in the upper portion of the report for easy identification.
- Testing date is printed at the bottom of the score reports.
- Stanford 10 and OLSAT® norms (Fall or Spring), test level, and form are printed at the top center of the reports.
- On some reports, when percentile ranks are reported, grade percentile bands are reported on the bar graph. These bands, which span ± 1 standard error of measurement, permit quick identification of student's relative strengths and weaknesses by subject area. In general, percentile bands that do not overlap may be considered to represent significant differences in performance.
- On some reports, performance on clusters is reported as Below Average, Average, or Above Average. This reporting method enables the teacher to identify relative strengths and weaknesses within a content area. Clusters may be content clusters or process clusters. Number Possible, Number Attempted, and Number Correct for each cluster are also reported.
- OLSAT® scores are reported for Total, Verbal, Nonverbal when OLSAT® is processed in combination with Stanford 10.

TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORES ON SUBTESTS AND DOMAIN TOTALS

Score	Description
Raw Score (RS) / Number Correct (NC)	The number of questions the student answered correctly. (Interpret only in relation to the set of questions on which the scores was earned.)
Scaled Score (SS)	Facilitates conversions to other scores types and suitable for studying change in performance over time.
Percentile Rank (PR)	Indicates the relative standing of student in comparison with students in the same grade in the norm (reference) group who took the test at comparable time.
Stanine (S)	Standard score with a mean of 5 and standard deviation of 2. Stanines of 1, 2, 3 are below average; 4, 5, 6 are average; 7, 8, 9 are above average. (Useful for interpreting score profiles.)
Grade Equivalent (GE)	Helpful in tracking student's progress from year to year. Typically a student should average 1.0 year of growth a year.
Performance Standards (Perf)	Adv.: Advanced, signifies superior performance beyond grade level mastery; Pro.: Proficient, represents solid academic performance, indicating that students are prepared for the next grade. Basic: Basic, denotes partial mastery of the knowledge and skills that are fundamental for satisfactory work. -Basic: Below Basic, indicates less than partial mastery.
Achievement/Ability Comparison (AAC) OLSAT only	Evaluates a student's performance on a Stanford subtest or domain total in relation to the performance of others with the same level of ability. (An AAC of "High" refers to the top 23% of comparison group. "Low" to the lowest 23% and "Middle" to the middle 54 %.)
School Ability Index (SAI) OLSAT only	An age-based, normalized standard score with mean of 100 and a standard deviation of 16. The student's School Ability Index is derived from Verbal, Nonverbal, and Total scores earned when the OLSAT is administered with the Stanford 10.

Test Date: 04/09/2018
Date Printed: 05/17/2018

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abeka Academy

REPORT CARD

P.O. Box 17600 • Pensacola, FL 32522-7750
abeka.com • info@abeka.com

Student Name		Account #	ID #	Grade	Begin Date	Completion Date	Date Printed
I				02	10/23/17	07/27/18	08/09/18

Subject	Grading Period 1	Grading Period 2	Grading Period 3	First Semester	Grading Period 4	Grading Period 5	Grading Period 6	Second Semester	Final
Bible	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+
Arithmetic	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+
Phonics	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+
Writing	95 A-	90 B	92 B+	92 B+	92 B+	92 B+	92 B+	92 B+	92 B+
Reading	85 B-	90 B	92 B+	89 B	92 B+	92 B+	91 B+	92 B+	90 B
Spelling	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+	100 A+

Satisfactorily completed Grade 2 and promoted to Grade 3.

worcester MA

GRADING SCALE

Grade	Points	Semester GPA	Cumulative GPA	Grade	Points	Semester GPA	Cumulative GPA
A+	99-100	4.0	4.5	D+	74-76	1.1	1.6
A	96-98	4.0	4.5	D	70-73	1.0	1.5
A-	94-95	3.9	4.4	F	Below 70	0	0
B+	91-93	3.1	3.6	I	Incomplete		
B	88-90	3.0	3.5	ME	Medically excused		
B-	85-87	2.9	3.4	P	Pass		
C+	82-84	2.1	2.6	NC	No credit to date		
C	79-81	2.0	2.5	W	Withdrew		
C-	77-78	1.9	2.4	WF	Withdrew failing		

08/15/2018 12:38 PAGE 01 1218 STAPLES

Seton Testing Services

1350 Progress Drive
Front Royal, VA 22630
540-636-1250
www.setontesting.com

WORCESTER, MA

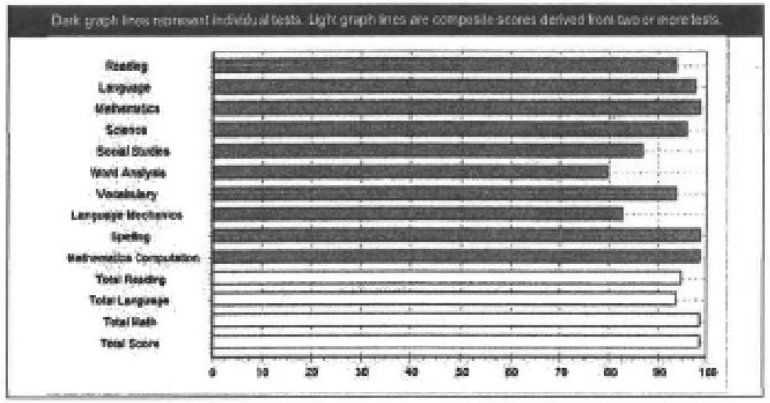
Grade: 3
Test Date: 04/18/2018
Studen

Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete — Level 13 Form C Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	40	42	688	10.8	94	8	High Level
Language	27	28	713	13.0	98	9	Highest Level
Mathematics	50	50	740	13.0	99	9	Highest Level
Science	33	35	690	9.4	96	9	Highest Level
Social Studies	32	35	660	6.8	87	7	Well Above Average
Word Analysis	17	20	665	N/A	89	7	Well Above Average
Vocabulary	19	20	685	10.3	94	8	High Level
Language Mechanics	18	20	656	6.9	83	7	Well Above Average
Spelling	20	20	720	13.0	99	9	Highest Level
Mathematics Computation	20	20	680	8.2	99	9	Highest Level
Total Reading			687	10.7	95	8	High Level
Total Language			684	10.9	94	8	High Level
Total Math			710	11.1	99	9	Highest Level
Total Score			714	13.0	99	9	Highest Level

Dark graph lines represent individual tests. Light graph lines are composite scores derived from two or more tests.



For Seton Testing Kenneth B. Clark
Kenneth B. Clark, M.Ed., Executive Director

CALVERT EDUCATION
Inspire the Best

ACADEMIC TRANSCRIPT

STUDENT INFORMATION	SCHOOL INFORMATION
STUDENT ID:	NAME: CALVERT EDUCATION SERVICES
FULL NAME:	ADDRESS: 215 SHELLING CIRCLE, SUITE 106, HUNT VALLEY, MD 21031
ADDRESS:	PHONE NUMBER: 410-785-3400
PHONE NUMBER:	FAX NUMBER: 410-785-3418
E-MAIL ADDRESS:	WEB ADDRESS: CALVERTEDUCATION.COM
DATE OF BIRTH:	SCHOOL ADMINISTRATOR:
PARENT/GUARDIAN:	

SCHOOL YEAR: 2017-2018 — DATE OF ENROLLMENT: 7/18/2017 — GRADE LEVEL: 9TH

Course Title	Credit Earned	Final Grade	Course Title	Credit Earned	Final Grade
English I Honors Semester I	0.5	A+	English I Honors Semester II	0.5	A+
Biology Semester I	0.5	A-	Biology Semester II	0.5	A
Algebra I Semester I	0.5	A-	Algebra I Semester II	0.5	A
Civics Semester I	0.5	A	U.S. Government Semester II	0.5	A
Introduction to IT Semester I	0.5	A	Introduction to IT Semester II	0.5	A
Health Semester I	0.5	A	Personal Fitness Semester II	0.5	A

Semester I Completion Date: 1/30/2018
Total Credits: 3.0 GPA: 3.89 GPA*: 3.97

Semester II Completion Date: 6/13/2018
Total Credits: 3.0 GPA: 4.00 GPA*: 4.08

ACADEMIC SUMMARY

Cumulative Credits: 6.0
Cumulative GPA: 3.95
Cumulative GPA*: 4.03
Diploma Earned: N/A
Graduation Date: N/A

NOTES

*Weighted GPA includes bonus points for honors and AP courses.

Calvert Education does not include withdrawn courses due to our mastery approach. Calvert Education Services and the Calvert Academy requires 24 credits to earn a Calvert Academy diploma. Regardless of the number of credits transferred in from outside institutions, all students must take and successfully complete at least 6 full credits from Calvert to qualify for a Calvert Academy diploma. There are certain courses required for graduation.

I do hereby self-certify and affirm that this is the official transcript and stated of Lawrence Kylie Preyster.

Signature:
Title: School Administrator
Date: 6/18/2018

MSA CESS

GRADE CODES (9-12th A-F)

Letter Grade	Range	
A+	100%	to 97%
A	< 97%	to 95%
A-	< 93%	to 90%
B+	< 90%	to 87%
B	< 87%	to 83%
B-	< 83%	to 80%
C+	< 80%	to 77%
C	< 77%	to 73%
C-	< 73%	to 70%
D+	< 70%	to 67%
D	< 67%	to 63%
D-	< 63%	to 60%
F	< 60%	to 0%

Christian Liberty

502 West Euclid Avenue, Arlington Heights, Illinois 60004-5402
PHONE: (800) 348-0899 ~ EMAIL: custserv@christianliberty.com ~ WEBSITE: www.christianliberty.com

A Ministry of the Church of Christian Liberty Since 1967

Student Name:
Date Test Taken: 5/17/2018
Test: California Achievement Test - Level 4
Grade Entering: Grade 9

SUBJECT	Raw Score	Grade Equivalent	Percentile Rank	Stanine
Reading Vocabulary	36	11.9	83	7
Reading Comprehension	35	11.3	77	6
Mathematics Computation	48	13.6	95	8
Mathematics Concepts & Problems	44	13.6	93	8
Language Mechanics	48	9.1	50	5
Language Usage & Structure	38	13.6	93	8
Language Spelling	28	12.7	82	7

PROFILE NARRATIVE FOR E

Iowa Assessments™

Iowa Assessments

Iowa Assessments	Test Scores		
	SS	NS	NPR
Reading	263	7	83
Written Expression	275	7	81
Conventions of Writing	204	4	27
Vocabulary	257	7	67
READING TOTAL	260	7	66
ELA TOTAL	264	7	81
Mathematics	186	2	8
Computation*	224	5	46
MATH TOTAL	188	2	8
CORE COMPOSITE	229	4	49
Social Studies	184	2	11
Science	152	1	1
COMPLETE COMPOSITE	204	3	23

NPR Graph

Legend

LEXILE = Lexile Range
NPR = National Percentile Rank
NS = National Stanine
QUANTILE = Quantile Range
SS = Developmental Standard Score

Class: 20th
Building: Hammerschmidt 2018
District: Hammerschmidt
System: Testing and Evaluation
Region: BJU Press
State: BJU Press

Student:
Student ID: L
Form-Level: L
Test Date:
Name:
Grade: 6

I was recently given the Iowa Assessments. This report is designed to give you information about achievement level in core subject areas. Along with the results of this assessment, classroom work, grades, and other test results should also be reviewed for a more complete picture of academic progress.

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 75-99 are in the above 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 25-74 are in the low average to high average range. Students with ELA Total and/or Mathematics Total scores in this range may continue to improve by developing such skills as drawing conclusions when reading, expanding reading vocabulary, or writing with attention to sentence structure and purpose, as well as solving number sentences and reading basic charts and graphs.

Scores from 1-24 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 stated 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 educational growth from year to year by comparing this year's scores to those from earlier years.

Scope and Sequence

Scope and Sequence

(Retrieved from https://www.thoughtco.com/how-to-write-a-homeschool-progress-report-1833212)

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

Scope and Sequence cont…

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 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 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. 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 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 units 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 hear 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 14, 2022 will be responded to within 2 to 3 weeks
3. Plans submitted after June 14, 2022 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!