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.

1. jar
2. nap
3. June
4. bird

5. box
6. jug
7. rip
8. jump

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

1. p
2. p
3. p
4. p

5. cup
6. cow
7. pig
8. pineapple

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

9. p
10. p
11. p
12. p
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

100 x 1 = 100
10 x 0 = 0

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

Date: 11-15-17

2018

3 + 9 = 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

Date: 12-3-2018
Place Value Tree

Name:

Date: January 29, 2016

53
50 + 3

65
60 + 5

43
40 + 3

28
20 + 8

19
10 + 9

31
80 + 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
  Subtract within 20
  Add 3 numbers

- 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 signs
  Find missing number (add and subtract within 20)

<table>
<thead>
<tr>
<th>Progress</th>
<th>Time Attempted</th>
<th>% Correct</th>
</tr>
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<tbody>
<tr>
<td>PATTERNS</td>
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<tr>
<td>ORDERING</td>
<td>9</td>
<td>50.0%</td>
</tr>
<tr>
<td>SKIP COUNTING</td>
<td>12</td>
<td>20.0%</td>
</tr>
<tr>
<td>ADD &amp; SUBTRACT</td>
<td>16</td>
<td>52.0%</td>
</tr>
<tr>
<td>PROGRESSIONS</td>
<td>9</td>
<td>42.0%</td>
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<tr>
<td>ADD reef CARDINALS</td>
<td>7</td>
<td>63.0%</td>
</tr>
<tr>
<td>MORE</td>
<td>6</td>
<td>35.0%</td>
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<tr>
<td>COMBO Word</td>
<td>7</td>
<td>80.0%</td>
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<tr>
<td>CONGRUENT</td>
<td>7</td>
<td>80.0%</td>
</tr>
<tr>
<td>SKIP COUNTING</td>
<td>11</td>
<td>90.0%</td>
</tr>
<tr>
<td>PLACE</td>
<td>9</td>
<td>60.0%</td>
</tr>
<tr>
<td>VERBS NUMERALS</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>SIGHT WORDS</td>
<td>7</td>
<td>20.0%</td>
</tr>
<tr>
<td>овых</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>2</td>
<td>57.0%</td>
</tr>
</tbody>
</table>

Congratulations! You've earned 40 Presidents!
LESSON PRACTICE

Find the answer by completing the following problems:

1. $7 \times 0 = \underline{0}$
2. $0 \times 3 = \underline{3}$
3. $4 \times 9 = \underline{36}$
4. $0 \times 6 = \underline{0}$
5. $(9)(0) = \underline{0}$
6. $(0)(2) = \underline{0}$
7. $(0)(5) = \underline{0}$
8. $(8)(0) = \underline{0}$
9. $7 \cdot 0 = \underline{0}$
10. $1 \cdot 7 = \underline{7}$
11. $8 \cdot 1 = \underline{8}$
12. $1 \cdot 2 = \underline{2}$
13. $3 \times 1 = \underline{3}$
14. $(1)(5) = \underline{5}$
15. $(7)(1) = \underline{7}$
16. $1 \times 4 = \underline{4}$
17. $\frac{9}{9} \times 1 = \underline{1}$
18. $\frac{6}{1} \times 6 = \underline{36}$
19. $\frac{0}{1} \times 0 = \underline{0}$
20. $\frac{5}{1} \times 5 = \underline{25}$

SYSTEMATIC REVIEW

Multiply:

1. $(4)(9) = \underline{36}$
2. $3 \times 3 = \underline{9}$
3. $6 \times 6 = \underline{36}$
4. $7 \cdot 6 = \underline{42}$
5. $9 \times 7 = \underline{63}$
6. $\frac{9}{3} \times 8 = \underline{24}$
7. $\frac{9}{9} \times 5 = \underline{45}$
8. $\frac{4}{4} \times 6 = \underline{24}$
9. $\frac{8}{8} \times 2 = \underline{16}$
10. $\frac{9}{9} \times 3 = \underline{27}$
11. $\frac{6}{6} \times 3 = \underline{18}$
12. $\frac{6}{6} \times 5 = \underline{30}$
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 "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. They were 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 captains. 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. \(\frac{15}{4} = 3\frac{3}{4}\)
2. \(\frac{3}{5} = 0\frac{3}{5}\)
3. \(\frac{4}{3} = 1\frac{1}{3}\)
4. \(\frac{8}{5} = 1\frac{3}{5}\)

Change to improper fractions.
1. \(3\frac{1}{2} = \frac{7}{2}\)
2. \(4\frac{1}{3} = \frac{13}{3}\)
3. \(5\frac{2}{3} = \frac{17}{3}\)
4. \(6\frac{2}{7} = \frac{44}{7}\)

Add or subtract and reduce to simplest form.
1. \(\frac{1}{2} + \frac{1}{3} = \frac{5}{6}\)
2. \(\frac{7}{8} - \frac{3}{4} = \frac{1}{8}\)
3. \(\frac{3}{5} + \frac{1}{5} = \frac{4}{5}\)
4. \(\frac{2}{7} - \frac{1}{3} = \frac{1}{21}\)

Lessons 13–16
Restate in exponential form, then calculate.
1. \(2^2 \cdot 2^3 = 2^5 = 32\)
2. \(4^4 \cdot 4^4 = 4^8 = 65536\)
3. \(2^2 \cdot 2^2 \cdot 2^2 = 2^6 = 64\)

Restate using scientific notation.
1. \(3,400,000 = 3.4 \times 10^6\)
2. \(8,000,000 = 8 \times 10^7\)
3. \(0.000000009 = 9 \times 10^{-9}\)
4. \(0.009,009,009 = 9.09 \times 10^{-8}\)

Calculate using order of operations (PEMDAS).
1. \(\frac{1}{2} \times (3 - 5) + (5 - 3) \times 4 = -1\)
2. \(2 + \frac{(3 + 1)}{2} = \frac{5}{2}\)
3. \(24 + (9 - 3) \times 2 = 36\)
4. \(33 - (4 - 2) + 6 \times 2 = 59\)

What number property does each expression display?
1. \(3 + 4 + 5 = 5 + 4 + 3\) - Commutative
2. \(3(4 + 6) = 3(4) + 3(6)\) - Distributive

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
   b) octane
   c) crude oil
   d) uber gas

2) Natural gas, oil, and ________ are found underground and are used to fuel our world.
   a) calcium
   b) zanthite
   c) coal
   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
   b) coal, natural gas, nuclear power
   c) guanine, tar and coal
   d) coal, water and flour

4) Examples of renewable and eco-friendly power sources are:
   a) dirt harvesting
   b) cow farts
   c) solar, hydroelectric, and wind
   d) cloud emissions

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

   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
   b) truck
   c) train
   d) tractor

   X

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 — hello
3) 3) jak — how
4) prosto — straight
5) jak sie masz? — how are you?
6) bardzo dobrze — very good
7) a nyt... — yes
8) nie bardzo dobrze — not that good

Unit Test

Lessons 1-5

Add or Subtract

1. 1285 - 1288 = 7
2. 58.5 + 45.6 = 104.1
3. 1285 + 4579 = 5864
4. 
5. 1488 + 249 = 1737
6. 564 - 293 = 271
7. 0.5757
8. 
9. 12661 + 44807 = 57468
10. 828 + 24720 = 6298
11. 191 + 4358 = 5549
12. 28716 + 89672 = 118388
13. 18178 - 22908 = 3770
14. 
15. 
16. 
17. 
18. 
19. 
20. 

100% 1/11/22
<table>
<thead>
<tr>
<th>Location of Protection</th>
<th>Limits 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 limited in schools and no religion should be upheld over another</td>
<td>This prevents discrimination over religion and forces non-religious students from being forced to participate</td>
</tr>
<tr>
<td>Hospitals</td>
<td>You cannot make false claims about your health or well-being</td>
<td>This is to prevent 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 arbitrarily disrupt proceedings</td>
<td>This is so cases are not interrupted while the case of free speech is proceeding</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 disorder</td>
</tr>
<tr>
<td>Correctional 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 cause further crimes</td>
</tr>
</tbody>
</table>

TRADITIONAL LOGIC I
Final Exam
Name: J
Date: 5/14/18

Identify the three parts of logic on the following chart:

<table>
<thead>
<tr>
<th>Mental Acts:</th>
<th>Verbal Expression:</th>
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</thead>
<tbody>
<tr>
<td>State</td>
<td>Apposition</td>
</tr>
<tr>
<td>Relation</td>
<td>Trans.</td>
</tr>
<tr>
<td>Judgement</td>
<td>Synth.</td>
</tr>
</tbody>
</table>

Write the Four Statements of logic:

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>All S is P</td>
<td>( \forall x (S(x) \rightarrow P(x)) )</td>
</tr>
<tr>
<td>Some S is P</td>
<td>( \exists x (S(x) \land P(x)) )</td>
</tr>
<tr>
<td>Some S is not P</td>
<td>( \exists x (S(x) \land \neg P(x)) )</td>
</tr>
<tr>
<td>No S is P</td>
<td>( \neg \forall x (S(x) \land P(x)) )</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Quality</th>
<th>Quantity</th>
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</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>

Draw the square 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.
Progress Report

Grade 7

Subject | 1st quarter | 2nd quarter | 3rd quarter | Final Grade
--- | --- | --- | --- | ---
Algebra | 97% | 93% | 94% | 98% | A
Grammar/Spelling | 98% | 98% | 94% | 95% | A
History (Ancient Civilizations) | 99% | 97% | 95% | 98% | A
Science (earth, space, life, micro organisms) | 98% | 98% | 85% | 91% | A
Social Studies (Modern World Economics and Politics) | 99% | 100% | 95% | 98% | A
Writing/Reading | 90% | 92% | 92% | 91% | A
Computer Coding | A | 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% | 65% | A
Social Studies (The World Today - politically and geographically) | 99% | 98% | 98% | A
Writing/Reading | 93% | 93% | 93% | A
Computer Coding | 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: 06-30-2018

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>
<td>Reading</td>
<td>92%</td>
<td>90%</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>Writing</td>
<td>82%</td>
<td>83%</td>
<td>85%</td>
<td>82%</td>
</tr>
<tr>
<td>Math</td>
<td>84%</td>
<td>80%</td>
<td>78%</td>
<td>82%</td>
</tr>
<tr>
<td>Science</td>
<td>85%</td>
<td>82%</td>
<td>86%</td>
<td>86%</td>
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<tr>
<td>Social Studies</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
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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>
</tr>
<tr>
<td>Music</td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Health</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
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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

E = Excellent
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory
P = Pass
F = Fail

Date: 06/04/2018
Signed:

Printed Name:
# Homeschool Initiative Progress Report 2017-2018

<table>
<thead>
<tr>
<th>School Year</th>
<th>2017-2018</th>
<th>Grade</th>
<th>9th</th>
<th>Gradling Period</th>
<th>2017-2018</th>
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<tbody>
<tr>
<td>Student</td>
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<td></td>
<td>Dates</td>
<td>1/23/18 – 6/15/18</td>
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<td>Parents</td>
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<td>Days Attended</td>
<td>95</td>
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<table>
<thead>
<tr>
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<th>Course Description/Materials Used</th>
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<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td>Teaching Textbooks: Algebra 2 with KUTA</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
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<table>
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<th>Language Arts</th>
<th></th>
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<th></th>
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<tbody>
<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>
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<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>
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<table>
<thead>
<tr>
<th>Writing</th>
<th>Writing and Rhetoric</th>
<th>N/A</th>
<th>N/A</th>
<th>Satisfactory</th>
<th>Satisfactory</th>
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</thead>
<tbody>
<tr>
<td>Science</td>
<td>Pearson Interactive Science: Cells and Heredity</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>History</td>
<td>America’s Story 3</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
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<tr>
<td>Geography</td>
<td>The Good and the Beautiful</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
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<tr>
<td>Art</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>Art</td>
<td>Teacher Directed Curriculum</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
<tr>
<td>Music</td>
<td>Teacher Directed Curriculum</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
<tr>
<td>Spanish</td>
<td>Duolingo</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Psychology</td>
<td>The Psychology Book</td>
<td>N/A</td>
<td>N/A</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Health</td>
<td>Activity Health</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Trampoline, Soccer, Bicycling</td>
<td>N/A</td>
<td>N/A</td>
<td>Mastered</td>
<td>Mastered</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar School Grading Scale</th>
<th>Answered</th>
<th>Satisfactory</th>
<th>Progressing</th>
<th>Not Mastered</th>
<th>Not evaluated at this time</th>
</tr>
</thead>
</table>

Signed: [Signature]

Date: 6/22/18
Standardized Assessments
STUDENT REPORTS

- Various reports provide information about individual students: scores for subtests, totals, and 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.
- Timing data is printed at the bottom of the score reports.

Standard scores: 10 and OLSAT® scores (Fall or Spring), are listed, and scores are printed at the top of the score reports.

On some reports, where percentile ranks are reported, grade percentile bands are reported on the bar graph. These bands, which open ± 1 standard error of measurement, permit quick identification of student's relative strengths and weaknesses within subject areas. In general, percentile bands that do not overlap can be considered to represent significant differences in performance.

On some reports, performance or clusters are shown on Ballest 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 Percentile, Number Percentile, and Number Percentile for each cluster are also reported.

OLSAT® scores are recorded for Test 1, Verbal, Nonverbal when OLSAT® is processed in conjunction with Stanford 10.

TYPES, CHARACTERISTICS, AND APPLICATIONS OF SCORING ON SUBJECTS AND DOMAIN TOTALS

Scores: Description

- Raw Score (RS) / Number Correct (NC): The number of questions the student answered correctly. (Test results are relative to the set of questions to which the score was assigned.)
- Standard Score (SS): Facilitates comparison of other score types and supplies for making change in performance over time.
- Percentile Rank (PR): Indicate the relative standing of student in comparison with students in the same grade level. For example, a student has a 70th percentile rank, which means that 70% of students scored below this student and 30% scored above this student.
- Raw Score (RS): Raw score with a case of 1 and standard deviation of 1. Scores of 0 to 1 are below average, 1 to 4 are average, 4 to 7 are above average. (Useful for interpreting score profiles.)

- Teacher Expectations (TE): ATE reflects student's expected score for next year. Typically a student should improve 15-20% of grade level.
- Performance Standards (PS): Performance standards expected in grade level. The cut-off values for the grade levels. Based on national data of National Center for Education Statistics and the scores on the national tests for middle school.

Achievement-Ability Comparisons (AAC): Evaluates a student's performance on a Stanford Achievement Test and compares it to the performance of other students who have a similar level of ability. The AAC of "High" reflects the top 2/3 of comparison group. "Low" is the lowest 2/3 and "Middle" is in the middle 1/3.

Achievement-Standard Comparisons (ASC): Compares student's performance on a Stanford Achievement Test and compares it to the performance of students who have the same level of ability. The AAC of "High" reflects the top 2/3 of comparison group. "Low" is the lowest 2/3 and "Middle" is in the middle 1/3.

Satisfactory completion: Grade 7 and promoted to:

Grade 8.
## Student Diagnostic Profile

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

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For Seton Testing,  
Kenneth B. Clark, M.Ed., Executive Director
Student Name: 
Date Test Taken: 5/17/2018
Test: California Achievement Test - Level 4
Grade Entering: Grade 9

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# PROFILE NARRATIVE FOR I

**Iowa Assessments™**

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**Legend**

- **LESLIE** = Least Range
- **NR** = National Percentile Rank
- **SS** = Standard Score
- **GRANILE** = Grade Level Range
- **NPR** = National Percentile Rank

---

**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 75-85 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 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 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 an educational growth from year to year by comparing the current year's access 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
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 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 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 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!