Worcester Public Schools Homeschooling SY 2023-2024
Evidence of Progress

Renewal requires submission of new plan, as well as 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. 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. [Image of a jar]
2. [Image of a map]
3. [Image of a calendar]
4. [Image of a book]
5. [Image of a box]
6. [Image of a milk bottle]
7. [Image of a car]
8. [Image of a basketball]
9. [Image of a racket]
10. [Image of a net]
11. [Image of a motorcycle]
12. [Image of a stick]

Student: A (1)

October

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

1. [Image of a pen]
2. [Image of a puzzle]
3. [Image of a snake]
4. [Image of a pineapple]
5. [Image of a plate]
6. [Image of a giraffe]
7. [Image of a pig]
8. [Image of a cup]
9. [Image of a balloon]
10. [Image of a broom]
11. [Image of a stick]
12. [Image of a cap]

Student: A (2)

Cup ends with the p sound. Write p if the picture name ends with the p sound.
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 x 1 = 4
4 - 1 = 3
100 x 1 = 100
10 x 0 = 0

8 + 4 = 12
10 - 6 = 4
14 x 1 = 14
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
Place Value Tree

53
50 + 3
31
30 + 1

65
60 + 5
26
20 + 6

43
40 + 3
45
40 + 5

28
20 + 8
52
50 + 2

19
10 + 9
99
90 + 9
**100% progress**

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

No activity in the selected

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**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

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**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 of 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

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**Comparing numbers to 10**

- Skill
- Subtract within 5
- Make 10
- Making 5
- Add within 10
- Subtract within 10
- Subtraction word problems 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 of length
- Indirect measurement
- Measure lengths 1
LESSON PRACTICE

Find the answer by filling in the blank.

1. \(1 \times 0 = \frac{2}{9}\)

2. \(0 \times 3 = \frac{3}{0}\)

3. \(4 \times 0 = \frac{4}{0}\)

4. \(0 \times 6 = \frac{6}{0}\)

5. \((9)(0) = \frac{9}{0}\)

6. \((0)(2) = \frac{0}{0}\)

7. \((0)(5) = \frac{5}{0}\)

8. \((8)(0) = \frac{8}{0}\)

9. \(7 \cdot 0 = \frac{7}{0}\)

10. \(1 \cdot 1 = \frac{1}{1}\)

11. \(8 \cdot 1 = \frac{8}{1}\)

12. \(1 \cdot 2 = \frac{2}{2}\)

13. \(3 \times 1 = \frac{3}{1}\)

14. \((1)(5) = \frac{5}{0}\)

15. \((7)(1) = \frac{7}{1}\)

16. \(1 \cdot 4 = \frac{4}{1}\)

17. \(\frac{9}{1} \times 1 = \frac{9}{1}\)

18. \(\frac{1}{6} \times 6 = \frac{6}{6}\)

19. \(\frac{1}{5} \times 0 = \frac{0}{5}\)

20. \(0 \times 5 = \frac{5}{5}\)
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.
**Unit Test**

**Lessons 4-7**

Change to mixed numbers.

1. \( \frac{15}{5} = 3 \)
2. \( \frac{23}{5} = 4 \frac{3}{5} \)
3. \( \frac{11}{3} = 3 \frac{2}{3} \)
4. \( \frac{8}{3} = 2 \frac{2}{3} \)

Change to improper fractions.

1. \( 2 \frac{1}{3} = \frac{7}{3} \)
2. \( 4 \frac{1}{5} = \frac{21}{5} \)
3. \( 3 \frac{2}{3} = \frac{11}{3} \)
4. \( 1 \frac{1}{2} = \frac{3}{2} \)

Add or subtract and reduce to simplest form.

1. \( \frac{3}{4} + \frac{1}{3} = \frac{11}{12} \)
2. \( \frac{1}{2} - \frac{1}{3} = \frac{1}{6} \)
3. \( \frac{2}{3} + \frac{1}{2} = \frac{7}{6} \)
4. \( \frac{5}{6} - \frac{1}{3} = \frac{1}{2} \)

**Lessons 13-16**

Restate in exponential form, then calculate.

1. \( 2 \times 2 \times 2 \times 2 = 2^4 \)
2. \( 4 \times 4 \times 4 \times 4 = 4^4 \)
3. \( 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 2^7 \)

Restate using scientific notation.

1. \( 3,456,984.01 = 3.45698401 \times 10^6 \)
2. \( 8,694.1 = 8.6941 \times 10^3 \)
3. \( 0.00645 = 6.45 \times 10^{-3} \)
4. \( 1.094,009,092 = 1.094009092 \times 10^9 \)
5. \( 63.56 = 6.356 \times 10^1 \)

Calculate using order of operations (PEMDAS).

1. \( \frac{1}{2} \times (10 - 5) \times 5 + \frac{5}{5} \times 4 + 2 = 26 \)
2. \( 3 \times (3 + 1) + 5 + (5 - 1) = 18 \)
3. \( 24 + (20 - 5) \times 5 + (3 + 4) = 134 \)
4. \( 1 \times (2 + 3) + 4 + 1 = 10 \)
5. \( 33 = (4 - 2)^2 + 6 \times 2 + (5^2 - 3) = 59 \)

What number property does each expression display?

- Commutative
- Associative
- Distributive
- Identity
- Zero

1. \( 3 + 4 + 5 = 5 + 4 + 3 \)
2. \( 3(4 + 6) = 3(4) + 3(6) \)
3. \( (15 + 16) + 18 = 15 + (16 + 18) \)
4. \( 34 + 0 = 34 \)
5. \( 3 + 0 = 3 \)
6. \( 16(5 - 3) = (16 \times 5) - (16 \times 3) \)
5) The electrical grid is amazing. It is easily transportable over long distances. Which term is NOT a part of this system:
   a- grid  
   b- siphon  
   c- substation  
   d- circuit

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

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

1) nie  
   and you?

2) witaj  
   please

3) co  
   how are you?

4) proszę  
   welcome

5) jak się masz?  
   very good

6) bardzo dobrze  
   not that good

7) a ty?  
   who

8) nie bardzo dobrze  
   yes

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Add or Subtract:

1. \[ \frac{1}{2} \times 256 + \frac{45}{31} \]
2. \[ 47 + \frac{56}{10} \]
3. \[ \frac{1265}{1573} \]
4. \[ \frac{6095}{3250} \]
5. \[ \text{Not visible} \]
6. \[ \text{Not visible} \]
7. \[ \text{Not visible} \]
8. \[ \text{Not visible} \]
9. \[ \text{Not visible} \]
10. \[ \text{Not visible} \]
11. \[ \text{Not visible} \]
12. \[ \text{Not visible} \]
13. \[ \text{Not visible} \]
14. \[ \text{Not visible} \]
15. \[ \text{Not visible} \]
16. \[ \text{Not visible} \]
17. \[ \text{Not visible} \]
18. \[ \text{Not visible} \]
19. \[ \text{Not visible} \]
20. \[ \text{Not visible} \]
<table>
<thead>
<tr>
<th>Location or Institution</th>
<th>Limitation 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 regulated in schools and no religion should be upheld over another.</td>
<td>This prevents discrimination over religion and ensures non-religious students have freedom to participate.</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 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 absolutely disrupt proceedings.</td>
<td>This is to ensure the fairness of speech.</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 harassment.</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 commit further crimes.</td>
</tr>
</tbody>
</table>

**TRADITIONAL LOGIC I**

**Final Exam**

**Indicate the three parts of logic on the following chart:**

<table>
<thead>
<tr>
<th>Mental Act:</th>
<th>Verbal Expression:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Term</td>
</tr>
<tr>
<td>Predicate</td>
<td>Transcendent</td>
</tr>
<tr>
<td>Relation</td>
<td>Transcendent</td>
</tr>
<tr>
<td>Subject</td>
<td>Term</td>
</tr>
</tbody>
</table>

**Write the Four Statements of logic:**

a. All S are P
b. Some S are not P

c. Some S are P

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

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

**Quality:** True whether a statement is universal or particular.

**Quantity:** True 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Universal</td>
</tr>
<tr>
<td>I</td>
<td>Particular</td>
</tr>
<tr>
<td>E</td>
<td>Particular</td>
</tr>
<tr>
<td>O</td>
<td>Unrestricted</td>
</tr>
</tbody>
</table>

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

[Diagram of the square of opposition]
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

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st quarter</th>
<th>2nd quarter</th>
<th>3rd quarter</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>97%</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>98%</td>
<td>98%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>History (Ancient Civilizations)</td>
<td>99%</td>
<td>97%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>Science (earth, space, life, micro organisms)</td>
<td>98%</td>
<td>98%</td>
<td>85%</td>
<td>91%</td>
</tr>
<tr>
<td>Social Studies (Modern World Economics and Politics)</td>
<td>99%</td>
<td>100%</td>
<td>99%</td>
<td>98%</td>
</tr>
<tr>
<td>Writing/Reading</td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>91%</td>
</tr>
</tbody>
</table>

### GRADE 6

<table>
<thead>
<tr>
<th>Subject</th>
<th>1st quarter</th>
<th>2nd quarter</th>
<th>3rd quarter</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Algebra</td>
<td>97%</td>
<td>93%</td>
<td>97%</td>
<td>A</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>94%</td>
<td>94%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>History (Modern British/American)</td>
<td>99%</td>
<td>100%</td>
<td>97%</td>
<td>A</td>
</tr>
<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>99%</td>
<td>98%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>Writing/Reading</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
<td>A</td>
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</table>

### GRADE 5

<table>
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<th>2nd quarter</th>
<th>3rd quarter</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>98%</td>
<td>97%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>Language/Spelling</td>
<td>98%</td>
<td>98%</td>
<td>98%</td>
<td>A</td>
</tr>
<tr>
<td>History (1800-1900 Early Amer.)</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>A</td>
</tr>
</tbody>
</table>

## 2017 - 2018 Yearly Homeschool Assessment Report

**Student:**

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

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

**End Year Date:** 06-30-2018

### Core Courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</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>94%</td>
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<td>78%</td>
<td>82%</td>
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<td>Science</td>
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<tr>
<td>Social Studies</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Other Courses:

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

### Grading Scale:

- **A** = 97-100
- **B** = 86-96  **C** = 77-79  **D** = 67-85  **F** = Below 60
- **E** = Excellent  **S** = Satisfactory  **N** = Needs Improvement  **U** = Unsatisfactory
- **P** = Pass  **F** = Fail

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

**Printed Name:**
## Progress Report 2017-2018

### School Year 2017-2018

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Description/Materials Used</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
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<tbody>
<tr>
<td><strong>Math</strong></td>
<td>Teaching Textbooks: Algebra 1 with KUTA</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>The Giver, The Boy in the Striped Pajamas, Wednesday Wars, and 20,000 Leagues Under the Sea – Literature Guides</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td><strong>Writing</strong></td>
<td>Writing and Rhetoric</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td><strong>Science</strong></td>
<td>Pearson Interactive Science: Cells and Heredity</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>America’s Story B</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>The Good and the Beautiful</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td>The Good and the Beautiful</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Teacher Directed Curriculum</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td>Ducingsan</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>The Psychology Book</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
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<tr>
<td><strong>Health</strong></td>
<td>Ateia Health</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>Trampoline, Soccer, Bicycling</td>
<td>N/A</td>
<td>N/A</td>
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</tr>
</tbody>
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### Grading Period 2017-2018

- Dates: 1/23/18 – 6/15/18
- Days Attended: 95

### Grammar School Grading Scale

- Mastered
- Satisfactory
- Progressing
- Not Mastered
- Not evaluated at this time

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Date: 6/22/18
Standardized Assessments
### Student Report
**Student Name:** Stanford 10 Prim. 3A - Grade 3 Spring (21)

<table>
<thead>
<tr>
<th>Total Reading</th>
<th>Word Study Skills</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Total Math</th>
<th>Multi-Problem Solv.</th>
<th>Multi-Procedure</th>
<th>Total Language</th>
<th>Spelling</th>
<th>Science</th>
<th>Social Science</th>
<th>Listening</th>
<th>Thinking Skills Base</th>
<th>Basic Safety</th>
<th>Thinking Skills Complete</th>
<th>Complete Battery</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>114</td>
<td>935</td>
<td>94</td>
<td>8</td>
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</table>

**Source Legend:** FG = Fail Grade; P = Pass Grade; M = Meet Grade; S = Satisfactory Grade; D = Distinction Grade; E = Excellent Grade.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Raw Score</th>
<th>Grade Equivalent</th>
<th>Percentile Rank</th>
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<td>Language Usage &amp; Structure</td>
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<td>13.6</td>
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<td>Language Spelling</td>
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<td>12.7</td>
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### PROFILE NARRATIVE FOR I

**Iowa Assessments™**

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<tr>
<th>Form Assessments</th>
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<th>78</th>
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<td>COMPLETE COMPOSITE</td>
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#### 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 75-95 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 writing, 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 low average to high 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 score to scores 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 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 embodied 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 are required annually.
2. Plans can be submitted anytime.
3. Plans received by 8/7/23 will be responded to by 8/25/23.
Process for Incomplete Homeschool Plans

1. Families will be notified if additional information is required to complete the process.
2. We will work with families to complete the process in a timely manner.
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.

1. 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. This is a template you can provide information in any format.

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. Questions

All questions regarding homeschooling, please email homeschoolplans@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.

Best wishes for another successful school year!