

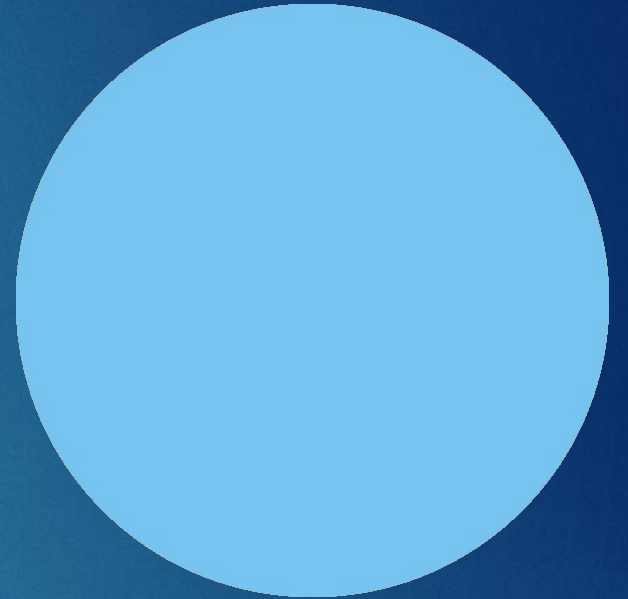


# Worcester Public Schools Homeschooling SY 2023-2024

# 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.

Jj

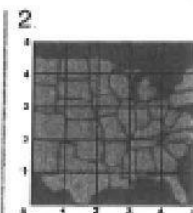


jam

Student  
A (1)



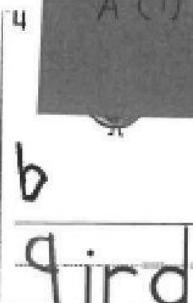
jar



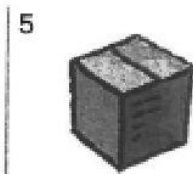
Map



June



bird



box



Jug



Zip



Jump



jog



Net



jeep



bat

# October

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

Pp



pan

Student  
A (2)



p



p



s



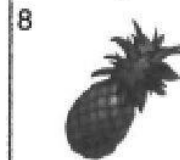
p



g



p



f

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



cup



n



p



p



p

Name \_\_\_\_\_

S

11-15-17

$$3 + 1 = 4$$

$$3 - 1 = 2$$

$$3 \times 1 = 3$$

$$6 + 1 = 7$$

$$6 - 1 = 5$$

$$6 \times 1 = 6$$

$$2 + 2 = 4$$

$$2 - 2 = 0$$

$$2 \times 2 = 4$$

$$4 + 1 = 5$$

$$4 - 1 = 3$$

$$4 \times 1 = 4$$

Bonus

$$100 \times 1 = 100 \quad 10 \times 0 = 0$$

Student  
B(1)

Name \_\_\_\_\_

Feb 3, 2018

$$8 + 4 = 12$$

$$10 - 6 = 4$$

$$14 \times 1 = 14$$

$$3 + 9 = 12$$

$$6 - 3 = 3$$

$$6 \times 2 = 12$$

$$8 + 5 = 13$$

$$15 \times 0 = 0$$

$$13 + 9 = 22$$

$$10 - 3 = 7$$

$$15 - 7 = 8$$

$$100 \times 0 = 0$$

$$14 + 14 = 28$$

$$14$$

$$-13$$

$$01$$

$$15$$

$$-12$$

$$03$$

$$3$$

$$\times 1$$

$$3$$

$$345$$

$$+123$$

$$468$$

$$40$$

$$+21$$

$$61$$

$$3$$

$$\times 3$$

$$9$$

$$12$$

$$+11$$

$$23$$

$$20$$

$$\times 1$$

$$20$$

$$100$$

$$+15$$

$$115$$

$$50$$

$$-40$$

$$10$$

$$8$$

$$\times 2$$

$$16$$

$$26$$

$$+26$$

$$52$$

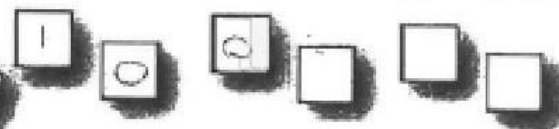
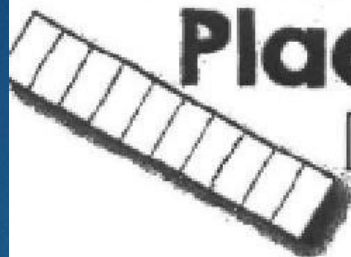
Student  
B(2)



Name \_\_\_\_\_

WLS  
Date January 24, 2018

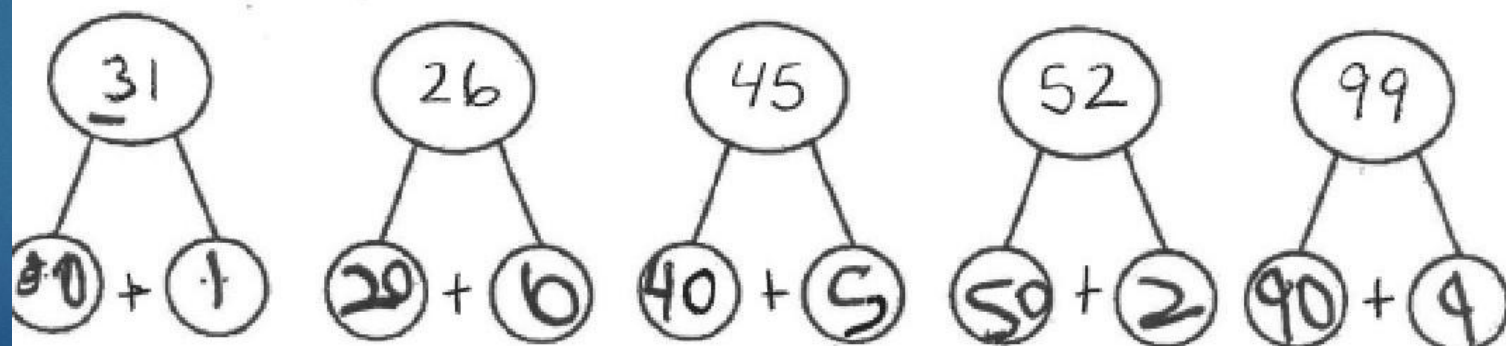
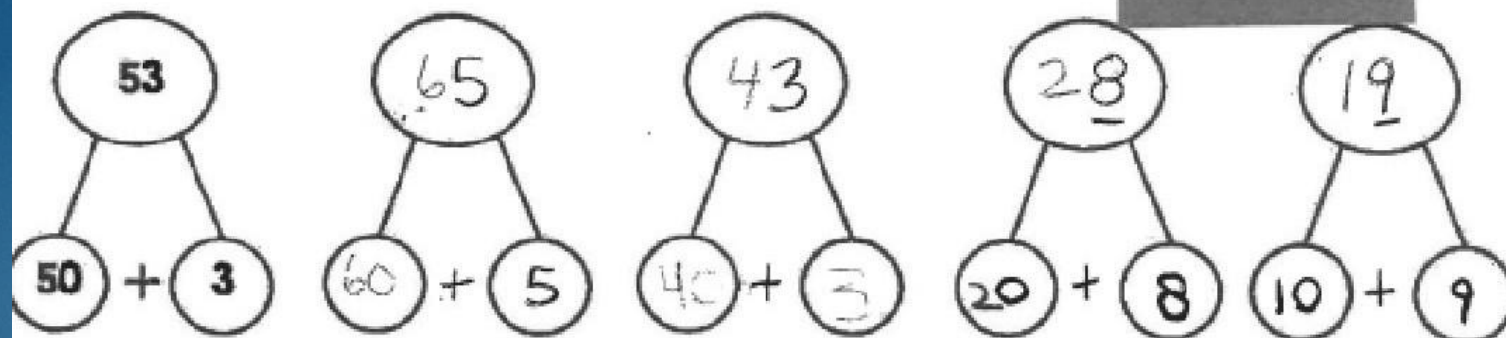
# Place Value Tree



tens | ones

Student

B (3)



Mission: 1st grade

## 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

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

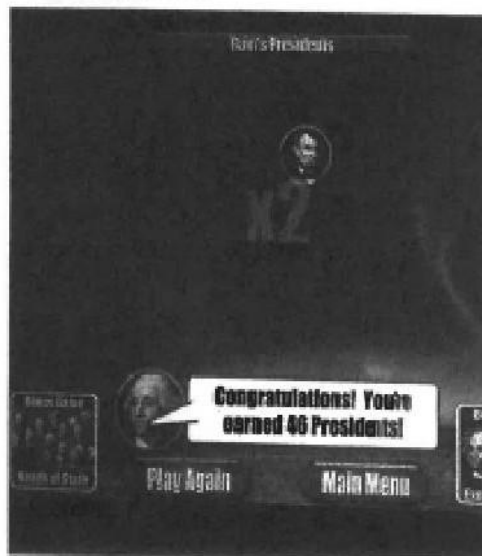
## ADDITION AND SUBTRACTION

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



Progress

	Times Opened	% Correct
PATTERNS	10	61.1%
ORDERING	9	54.8%
SKIP COUNTING	12	20.8%
ADD & SUB	16	52.4%
FRACTIONS	9	42.2%
COMPARE NUMS	7	62.8%
WORD BINGO	6	100%
COMPOUND WORDS	7	80.8%
CONTRACTIONS	11	70.1%
SPELLING	9	98.2%
VERBS NOUNS ADJS	2	90.5%
SIGHT WORDS	7	20.4%
SENSES	5	60.5%
GEOGRAPHY	2	57.1%
ANIMALS	1	72%



## 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

- 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



## LESSON PRACTICE

Find the answer by

1.  $1 \times 0 = \underline{1}$

2.  $0 \times 3 = \underline{3}$

3.  $4 \times 0 = \underline{4}$

4.  $0 \times 6 = \underline{6}$

5.  $(9)(0) = \underline{9}$

6.  $(0)(2) = \underline{0}$

7.  $(0)(5) = \underline{5}$

8.  $(8)(0) = \underline{8}$

9.  $7 \cdot 0 = \underline{7}$

10.  $1 \cdot 1 = \underline{1}$

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.  $1 \cdot 4 = \underline{4}$

17. 
$$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$$

18. 
$$\begin{array}{r} 1 \\ \times 6 \\ \hline 6 \end{array}$$

19. 
$$\begin{array}{r} 1 \\ \times 0 \\ \hline 1 \end{array}$$

20. 
$$\begin{array}{r} 0 \\ \times 5 \\ \hline 5 \end{array}$$

Student  
D (1)August 2017  
2A

## 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. 
$$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$$

6. 
$$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$$

7. 
$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$

8. 
$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

9. 
$$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$$

10. 
$$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$$

11. 
$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

12. 
$$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$$

Student  
D (2)

March 2018

14F

Student  
E (1)

January 30, 2018

### The Lion Who Struggled

One relaxing day a Lion was asleep in Africa! A mouse was <sup>struggling</sup> struggling to get over a stick, ~~and~~

And ~~accidently~~ <sup>accidently</sup> fell on a ~~lion's~~ <sup>lion's</sup> nose. The lion ~~awoke~~ <sup>awoke</sup> with

a roar! "Oh pardon ~~me~~ your majesty. <sup>I'm</sup> Is there a way i can help you?" The lion ~~laughed~~ <sup>laughed</sup>

"ha-ha you're just a little creature." <sup>paragraph 2</sup> ~~the~~ 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 captian took

his sword and slashed Andrew. J

on his cheek, the scar stayed forever.



Name \_\_\_\_\_

Student  
F (1)

## Unit Test

12/18/17

## Lessons 4-7

Change to mixed numbers.

1  $1\frac{15}{16} \rightarrow 2\frac{1}{16}$

2  $1\frac{23}{5} \rightarrow 4\frac{3}{5}$

3  $1\frac{85}{17} \rightarrow 5$

4  $1\frac{311}{34} \rightarrow 8\frac{5}{34}$

Change to improper fractions.

5  $1\frac{8}{7} \rightarrow \frac{15}{7}$

6  $14\frac{4}{9} \rightarrow \frac{130}{9}$

7  $3\frac{17}{23} \rightarrow \frac{86}{23}$

8  $4\frac{7}{31} \rightarrow \frac{121}{31}$

Add or subtract and reduce to simplest form.

9  $\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$

10  $\frac{10}{43} - \frac{5}{43} = \frac{5}{43}$

11  $\frac{5}{7} + \frac{3}{7} = \frac{8}{7}$

12  $\frac{23}{59} + \frac{24}{59} = \frac{47}{59}$

13  $\frac{45}{47} - \frac{34}{47} = \frac{11}{47}$

14  $\frac{12}{35} + \frac{18}{35} = \frac{30}{35} = \frac{6}{7}$

15  $\frac{65}{94} - \frac{18}{94} = \frac{47}{94}$

16  $\frac{33}{73} + \frac{23}{73} = \frac{56}{73}$

17  $3\frac{3}{7} - 2\frac{2}{7} = 1\frac{1}{7}$

18  $\frac{23}{33} + \frac{17}{21} = \frac{129}{117} = \frac{43}{39}$

19  $\frac{3}{7} + \frac{4}{7} = \frac{7}{7} = 1$

20  $\frac{14}{25} - \frac{12}{25} = \frac{2}{25}$

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)

## Unit Test

1/19/18

## Lessons 13-16

Restate in exponential form, then calculate.

1  $2 \times 2 \times 2 \times 2 + 3 \times 3 \times 3 = 2^4 + 3^3 = 16 + 27 = 43$

2  $4 \times 4 \times 4 \times 4 - 5 \times 5 \times 5 = 4^4 - 5^3 = 256 - 125 = 131$

3  $2 \times 2 \times 2 \times 2 \times 2 \times 2 + 6 \times 6 - 5 \times 5 = 2^6 + 6^2 - 5^2 = 64 + 36 - 25 = 75$

Restate using scientific notation.

4  $3,456,984.01 = 3.45698401 \times 10^6$

5  $8,694.1 = 8.6941 \times 10^3$

6  $.00945 = 9.45 \times 10^{-3}$

7  $1,094,639,041 = 1.094639041 \times 10^9$

8  $63.56 = 6.356 \times 10^1$

Calculate using order of operations (PEMDAS).

9  $3 \times (6 - 2) + (15 - 5) \times 5 + (5 - 3) \times 4 + 3 = 12 + 50 + 8 + 3 = 73$

10  $12 - (9 - 5) + (5 - 3) \times 2 + (2 - 1) \times 3 = 12 - 4 + 4 + 3 = 15$

11  $24 + (8 - 5) \times 5 + (6 - 3) \times 2 + 4 \times 9 = 24 + 15 + 6 + 36 = 81$

12  $33 - (4 - 2)^2 + 6 \times 2 + (5)^2 - 3 = 33 - 4 + 12 + 25 - 3 = 63$

What number property does each expression display?

13  $3 + 4 + 5 = 5 + 4 + 3$  Commutative

14  $3(4 + 6) = 3(4) + 3(6)$  Distributive

15  $(15 + 16) + 18 = 15 + (16 + 18)$  Associative

16  $34(1) = 34$  Identity

17  $3 + 0 = 3$  Zero

18  $16(5 - 3) = (16 \times 5) - (16 \times 3)$  Distributive

Student  
G

90% (u)

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
- 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 and 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

↑  
or course

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

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

- a- timer
- b- amplitude
- c- service drop
- d- can



100% Dobrze!

POLISH TEST 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

10/10/17

Student+  
H

Match the Polish word with its English meaning:

- |                      |               |
|----------------------|---------------|
| 1) nie               | and you?      |
| 2) witamy            | please        |
| 3) tak               | how are you?  |
| 4) proszę            | welcome       |
| 5) jak się masz?     | very good     |
| 6) bardzo dobrze     | not that good |
| 7) a ty?             | no            |
| 8) nie bardzo dobrze | yes           |

Name: \_\_\_\_\_

Student+  
I

Unit Test

Lessons 1-

Add or Subtract.

100% 😊 11/22/17

1	$\begin{array}{r} 11 \\ 266 \\ + 45 \\ \hline 311 \end{array}$	2	$\begin{array}{r} 11 \\ 447 \\ + 586 \\ \hline 1033 \end{array}$	3	$\begin{array}{r} 11 \\ 1285 \\ + 288 \\ \hline 1573 \end{array}$	4	$\begin{array}{r} 11 \\ 4339 \\ + 567 \\ \hline 4906 \end{array}$
---	--	---	--	---	---	---	---

5	$\begin{array}{r} 11 \\ 739 \\ + 473 \\ \hline 1212 \end{array}$	6	$\begin{array}{r} 111 \\ 639089 \\ + 13487 \\ \hline 652576 \end{array}$	7	$\begin{array}{r} 11 \\ 287 \\ - 49 \\ \hline 238 \end{array}$	8	$\begin{array}{r} 11 \\ 188 \\ - 76 \\ \hline 112 \end{array}$
---	--	---	--	---	--	---	--

9	$\begin{array}{r} 11 \\ 1468 \\ - 249 \\ \hline 1219 \end{array}$	10	$\begin{array}{r} 11 \\ 6839 \\ - 144 \\ \hline 6695 \end{array}$	11	$\begin{array}{r} 11 \\ 408 \\ - 993 \\ \hline 4881 \end{array}$	12	$\begin{array}{r} 11 \\ 92 \\ - 564 \\ \hline 572 \end{array}$
---	---	----	---	----	--	----	--

13	$\begin{array}{r} 111 \\ 6234 \\ + 14788 \\ \hline 21022 \end{array}$	14	$\begin{array}{r} 111 \\ 24573 \\ + 29358 \\ \hline 53931 \end{array}$	15	$\begin{array}{r} 1111 \\ 57722 \\ + 8989 \\ \hline 66711 \end{array}$	16	$\begin{array}{r} 1111 \\ 80453 \\ - 1809 \\ \hline 78644 \end{array}$
----	---	----	--	----	--	----	--

17	$\begin{array}{r} 1111 \\ 12661 \\ 44867 \\ + 9059 \\ \hline 66387 \end{array}$	18	$\begin{array}{r} 1111 \\ 79255 \\ 5828 \\ + 4770 \\ \hline 99853 \end{array}$	19	$\begin{array}{r} 1111 \\ 487 \\ - 294 \\ \hline 193 \end{array}$	20	$\begin{array}{r} 1111 \\ 1765 \\ - 376 \\ \hline 1389 \end{array}$
----	---	----	--	----	---	----	---

21	$\begin{array}{r} 1111 \\ 2873350 \\ - 18472 \\ \hline 2854878 \end{array}$	22	$\begin{array}{r} 1111 \\ 22908 \\ - 11192 \\ \hline 11716 \end{array}$	23	$\begin{array}{r} 1111 \\ 43556 \\ - 55690 \\ \hline 57166 \end{array}$	24	$\begin{array}{r} 1111 \\ 18172 \\ - 11188 \\ \hline 6984 \end{array}$
----	---	----	---	----	---	----	--

28716387

Name: Student JDate: 5/14/18

Location or Institution	Limit 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 proceedings	This is so cases are not interrupted and 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

TRADITIONAL LOGIC I  
Final ExamName: Student JDate: 5/14/18

Indicate the three parts of logic on the following chart:

Mental Acts:

Simple ApprehensionJudgmentDeductive Inference

Verbal Expression:

TermPropositionSyllogism

Write the Four Statements of logic:

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

A: All S is P

I: Some S is P

E: No S is P

O: Some S is not P

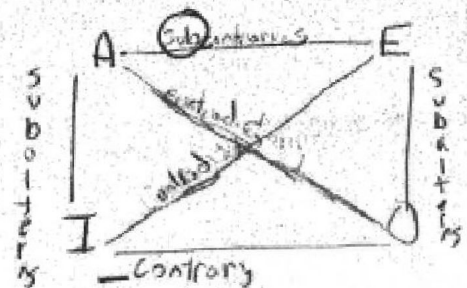
Give the definitions of quality and quantity as they relate to statements:

Quality: Shows whether a statement is affirmative or negativeQuantity: Shows whether a statement is universal or particular

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

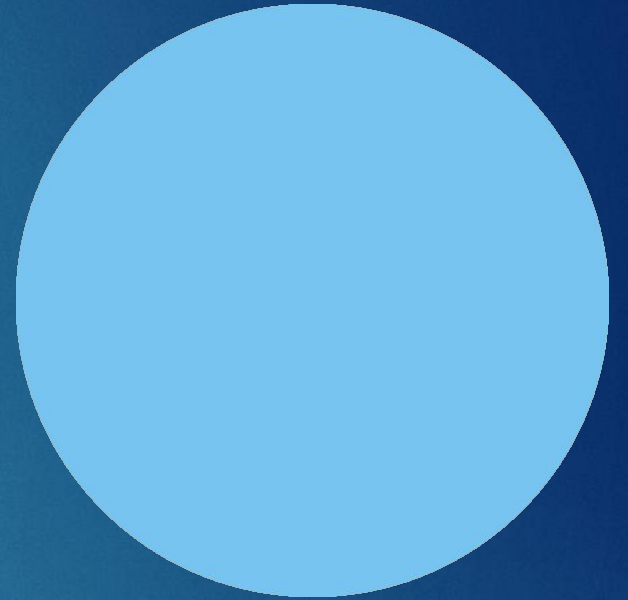
	Quality	Quantity
A	Affirmative	Universal
I	Negative	Particular
E	Affirmative	Particular
O	Negative	Universal

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





# 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	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> 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	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> 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	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> 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	C+ = 77 - 79	E = Excellent	P = Pass
A = 93 - 96	C = 73 - 76	S = Satisfactory	F = Fail
A- = 90 - 92	C- = 70 - 72	NI = Needs Improvement	
B+ = 87 - 89	D+ = 67 - 69	U = Unsatisfactory	
B = 83 - 86	D = 60 - 66	F = Fail	
B- = 80 - 82	F = Below 60		

Date: 06/04/2018

Signed: \_\_\_\_\_

Printed Name: \_\_\_\_\_

academy  
~ a homeschool initiative ~  
Progress Report 2017-2018

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

Subject	Course Description/Materials Used	C1	C2	C3	C4
Math	Teaching Textbooks Algebra 1 with EUTA	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	America's Story 3	N/A	N/A	Mastered	Mastered
Geography	The Good and the Beautiful	N/A	N/A	Mastered	Mastered
Art	The Good and the Beautiful Teacher Directed Curriculum	N/A	N/A	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

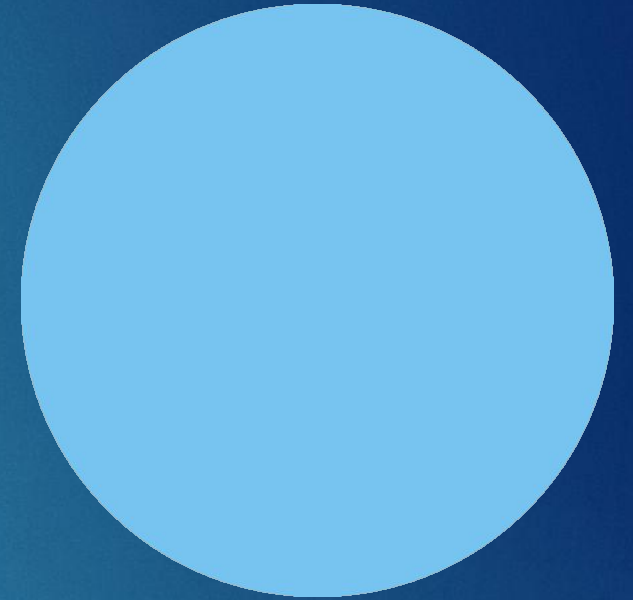
Grammar School Grading Scale	Mastered	Satisfactory	Progressing	Not Mastered	Not evaluated at this time
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Signed \_\_\_\_\_

6/22/18  
Date



# Standardized Assessments







Worcester, MA

Grade: 3  
Test Date: 04/18/2018  
Student: [REDACTED]

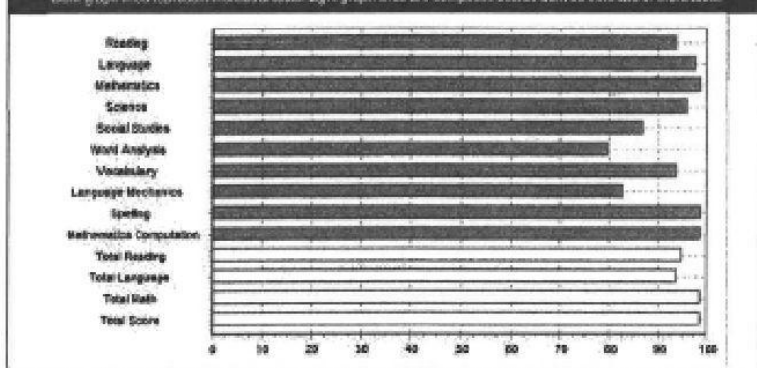
## Student Diagnostic Profile

TerraNova 2 (CAT 6), 2nd Edition Complete

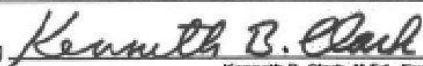
Level 13 Form C Spring 2005 Norms

Test Name	RS	Total	SS	GE	NPR	NS	Performance Level
Reading	40	42	688	10.3	94	8	High Level
Language	27	28	713	13.9	98	9	Highest Level
Mathematics	50	50	740	13.3	99	9	Highest Level
Science	33	35	695	8.4	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	13.9	99	9	Highest Level
Mathematics Computation	20	20	680	8.2	90	9	Highest Level
Total Reading			687	10.7	95	8	High Level
Total Language			684	10.5	94	8	High Level
Total Math			710	11.1	98	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, M.Ed., Executive Director


**CALVERT EDUCATION**
*Inspire the Best*

ACADEMIC TRANSCRIPT					
STUDENT INFORMATION			SCHOOL INFORMATION		
STUDENT ID: FULL NAME: ADDRESS: PHONE NUMBER: (410) 785-1400 E-MAIL ADDRESS: DATE OF BIRTH: PARENT / GUARDIAN:			NAME: CALVERT EDUCATION SERVICES ADDRESS: 215 SHERLING CIRCLE, SUITE 106, HUNT VALLEY, MD 21031 PHONE NUMBER: 410-785-1400 FAX NUMBER: 410-785-3418 WEB ADDRESS: CALVERTEDUCATION.COM SCHOOL ADMINISTRATOR:		
SCHOOL YEAR: 2017-2018		DATE OF ENROLLMENT: 7/18/2017		GRADE LEVEL: 9 <sup>th</sup>	
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			Semester II Completion Date: 6/15/2018 Total Credits: 3.0 GPA: 4.00 GPA*: 4.08		
ACADEMIC SUMMARY			NOTES		
Cumulative Credits: 6.0 Cumulative GPA: 3.95 Cumulative GPA*: 4.03 Diploma Earned: N/A Graduation Date: N/A			*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 to 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 record of Laurence Kyle Bryson.					
Signature: _____ Title: School Administrator Date: 6/18/2018					
					
GRADE CODES (5-12 <sup>th</sup> A-F)					
Letter Grade	Range				
A+	100%				
A	to 97%				
A-	to 93%				
B+	to 90%				
B	to 87%				
B-	to 83%				
C+	to 80%				
C	to 77%				
C-	to 73%				
D+	to 70%				
D	to 67%				
D-	to 63%				
F	to 60%				



## CHRISTIAN LIBERTY

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PHONE: (800) 348-0899 - EMAIL: [custserv@christianliberty.com](mailto:custserv@christianliberty.com) - WEBSITE: [www.christianliberty.com](http://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	35	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



1407  
1007  
1007



## PROFILE NARRATIVE FOR E Iowa Assessments™

Class: 20th  
Building: Homestead 2018  
District: 1000000000  
System: Testing and Evaluation  
Region: IIA/Free  
State: IIA/Free

Student:  
Student ID: 1  
Form Level: 1  
Test ID:  
Name:  
Grade: 1

Iowa Assessments	Test Score			NPR Graph									
	SS	NI	NPR	1	10	25	50	75	90	99			
Reading	253	7	83										
Written Expression	275	7	81										
Conventions of Writing	204	4	27										
Vocabulary	257	7	27										
READING TOTAL	380	7	88										
ELA TOTAL	354	7	81										
Mathematics	188	2	8										
Computation	224	5	48										
MATH TOTAL	188	2	8										
CORE COMPOSITE	238	4	49										
Social Studies	184	2	11										
Science	182	1	1										
COMPLETE COMPOSITE	204	3	23										

Legend	
LEISLE	Leads Range
NPR	National Percentile Rank
NI	National Norm
QUANTILE	Quantile Range
SS	Standard Score

was recently given the Iowa Assessments. This report is designed to give you information about student 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 individual 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...

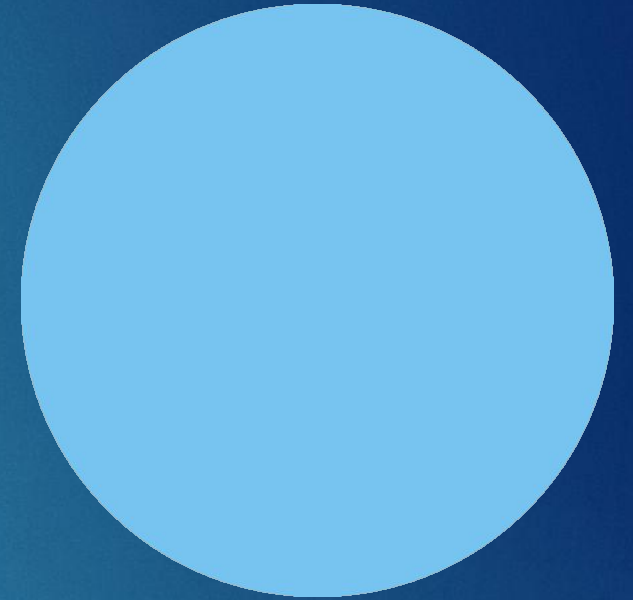
Then, under each heading, note the benchmarks your student achieved, along with those which are in progress and those to which he was introduced. For example, under math, you might list accomplishments such as:

- ▶ 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.

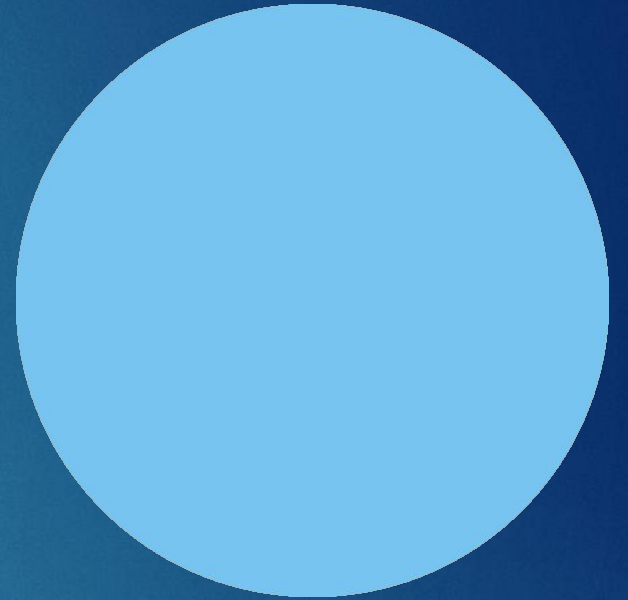
Jane demonstrates well-developed reading comprehension skills. In October she was able to diagram story plots using fairy tales from different cultures and did a wonderful job. She also demonstrated understanding by retelling the plot of "Baba Yaga" in her own words. She then wrote her retelling using 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 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](mailto:homeschoolplans@worcesterschools.net)



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- 
- ▶ 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!