

Creating the next term set of student files and Cloning SilhouetteELAR4 Reports

(Windows and MacOS)

Note: The screenshots in this tutorial are from the Windows version but the process applies to the MacOS version as well.

To create a new term set of student files (Interim 2 or Year-End):
Click on your folder and then click on the first **Interim** radio button. Notice that each student's name is followed by the date on which it was last edited.

SilhouetteELAR4 - Student Reports

Student Reports

Location of ELAR class folders:
C:\ProgramData\SilhouetteELAR4\Classes

Folder: ELAR-1920-6 7 Group

- ELAR-1920-6 7 Group
- ELAR-1920-K1 Group 1
- ELAR-1920-K1 Group 2

Show hidden folders

Folder Utilities: ELAR-1920-6 7 Group\Interim Report 1

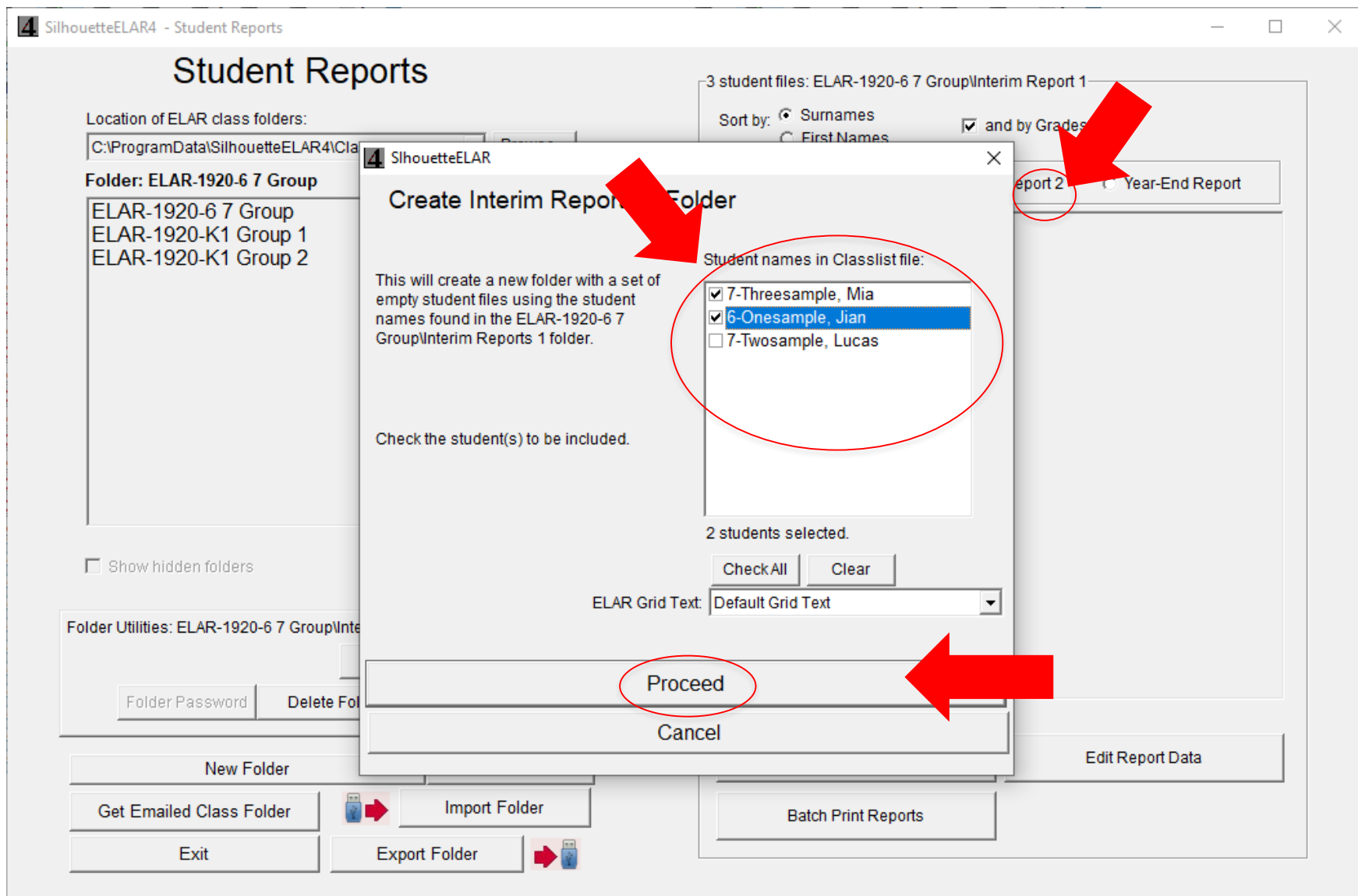
3 student files: ELAR-1920-6 7 Group\Interim Report 1

Sort by: Surnames First Names and by Grades

Interim Report 1 Interim Report 2 Year-End Report

- 6-Onesample, Jian 25 Sep 2019
- 7-Threesample, Mia 25 Sep 2019
- 7-Twosample, Lucas

1. Click on the next term radio button (this may be Interim Report 2 or Year-End)
2. Select the students for whom you wish to create new term files.
3. Click **Proceed**



Confirm your details and click **Save, then Exit**

SilhouetteELAR4


Enter and/or confirm the school and class information that will be included on these reports.

School name:

ELL Support Teacher's name:

ELL Support Teacher's title:

School Year:



Click on a student in the Term 2 folder

Student Reports

Location of ELAR class folders:

C:\ProgramData\SilhouetteELAR4\Classes

Browse...

Folder: ELAR-1920-6 7 Group

ELAR-1920-6 7 Group
ELAR-1920-K1 Group 1
ELAR-1920-K1 Group 2

2 student files: ELAR-1920-6 7 Group\Interim Report 2

Sort by: Surnames

First Names

and by Grades

Interim Report 1

Interim Report 2

Year-End Report

6-Onesample, Jian
7-Threesample, Mia



As you begin to edit this Term 2 report, it would be helpful to start with the Term 1 report. To do so, you can **Clone** the student's Term 1 report, that is, make this Term 2 report and exact copy of the Term 1 report

SilhouetteELAR4 - Student Report - Interim Report 2: Jian Onesample

Student List Additional Comments Alternate Text Utilities Clear Checks Tools View or Print Report Save Report Save Report, then Exit Exit

< > **Jian Onesample**

Continued ELL support is needed
 No further ELL support is needed

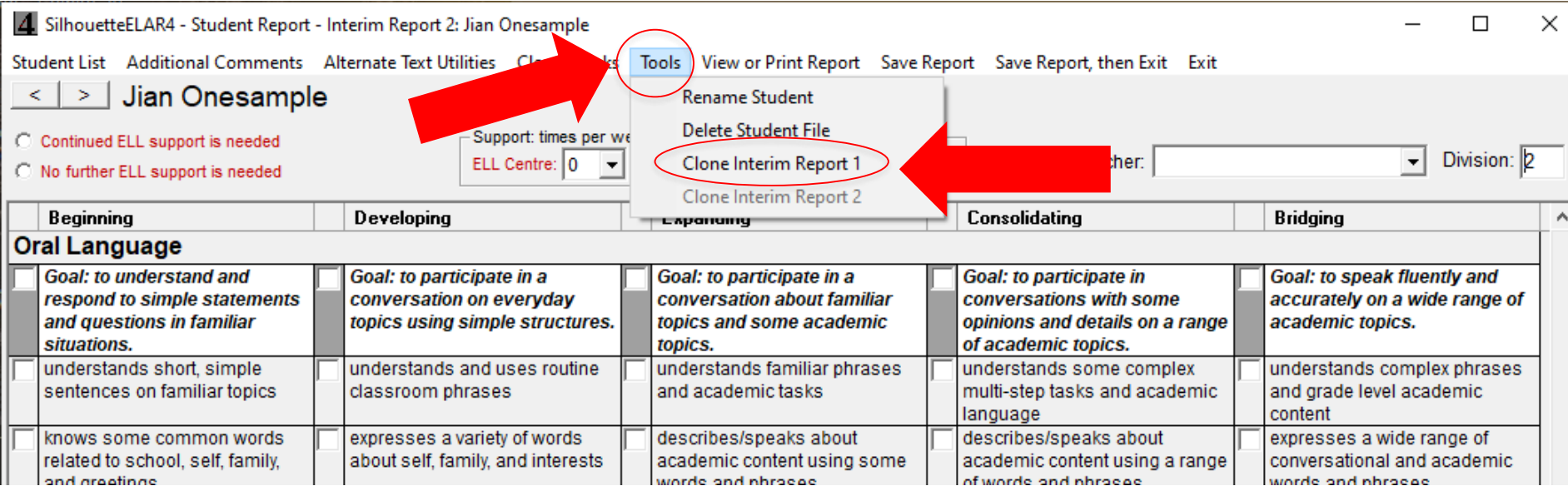
Support: times per week
 ELL Centre: 0 In-Class: 0 Consultation: 0

Classroom teacher: Division: 2

Beginning	Developing	Expanding	Consolidating	Bridging
Oral Language				
<input type="checkbox"/> <i>Goal: to understand and respond to simple statements and questions in familiar situations.</i>	<input type="checkbox"/> <i>Goal: to participate in a conversation on everyday topics using simple structures.</i>	<input type="checkbox"/> <i>Goal: to participate in a conversation about familiar topics and some academic topics.</i>	<input type="checkbox"/> <i>Goal: to participate in conversations with some opinions and details on a range of academic topics.</i>	<input type="checkbox"/> <i>Goal: to speak fluently and accurately on a wide range of academic topics.</i>
<input type="checkbox"/> understands short, simple sentences on familiar topics	<input type="checkbox"/> understands and uses routine classroom phrases	<input type="checkbox"/> understands familiar phrases and academic tasks	<input type="checkbox"/> understands some complex multi-step tasks and academic language	<input type="checkbox"/> understands complex phrases and grade level academic content
<input type="checkbox"/> knows some common words related to school, self, family, and greetings	<input type="checkbox"/> expresses a variety of words about self, family, and interests	<input type="checkbox"/> describes/speaks about academic content using some words and phrases	<input type="checkbox"/> describes/speaks about academic content using a range of words and phrases	<input type="checkbox"/> expresses a wide range of conversational and academic words and phrases
<input type="checkbox"/> expresses some basic personal information/one-word responses	<input type="checkbox"/> understands and uses simple and familiar patterned phrases	<input type="checkbox"/> understands and uses correct word order	<input type="checkbox"/> understands and uses some negative phrases and subject-verb-agreement	<input type="checkbox"/> uses different words with similar meanings
<input type="checkbox"/> understands and uses simple memorized phrases	<input type="checkbox"/> understands and uses some nouns, pronouns, verbs, and connecting words	<input type="checkbox"/> connects ideas to make short sentences	<input type="checkbox"/> connects ideas to make long sentences	<input type="checkbox"/> connects ideas effectively and efficiently using a variety of sentence structures
<input type="checkbox"/> begins to apply basic rules of grammar with teacher modelling and/or repetition	<input type="checkbox"/> applies basic rules of grammar with teacher modelling and/or repetition	<input type="checkbox"/> applies rules of grammar with support	<input type="checkbox"/> applies rules of grammar with increasing accuracy	<input type="checkbox"/> applies rules of grammar independently
<input type="checkbox"/> expresses simple sounds in the forms of songs and chants	<input type="checkbox"/> uses rhythm in familiar songs and phrases	<input type="checkbox"/> uses rhythm and intonation independently	<input type="checkbox"/> uses a variety of rhythm and intonation	<input type="checkbox"/> uses natural and appropriate rhythm and intonation
<input type="checkbox"/> responds to simple yes/no questions	<input type="checkbox"/> responds to simple choice questions	<input type="checkbox"/> responds to what, when, and who, questions	<input type="checkbox"/> responds to how, why, and tell me about questions	<input type="checkbox"/> responds to hypothetical or reasoning questions
<input type="checkbox"/> responds to and uses familiar social greetings and gestures	<input type="checkbox"/> responds to common social expressions, cues and slang	<input type="checkbox"/> responds to common instructions and commands	<input type="checkbox"/> responds to multi-step instructions and commands	<input type="checkbox"/> responds to long or complex directions
<input type="checkbox"/> may be silent and/or respond in home language	<input type="checkbox"/> watches others and recognizes key words to participate in class activities	<input type="checkbox"/> expresses simple opinions and reasons to participate in classroom conversations	<input type="checkbox"/> asks for clarification and uses cues in conversations and some academic discussions	<input type="checkbox"/> uses idioms, cultural language, humour; engages in range of discussions
Reading				
<input type="checkbox"/> <i>Goal: to recognize some letters, sounds, and words, and start to make meaning of texts.</i>	<input type="checkbox"/> <i>Goal: to use strategies to read and understand simple words and to make some connections to the text.</i>	<input type="checkbox"/> <i>Goal: to use strategies to decode new words, and to make connections between the text and the world.</i>	<input type="checkbox"/> <i>Goal: to use a variety of strategies to read unfamiliar text and to understand complex words and meanings.</i>	<input type="checkbox"/> <i>Goal: to use vocabulary knowledge and reading strategies to understand concepts and make strong</i>

To Clone a report:

1. on the menu, click on **Tools** (Note: on the Mac, **Tools** is located on the menu at the top of the screen rather than at the top of the window.)
2. Select the report to be cloned and then click on **OK**



SilhouetteELAR4 - Student Report - Interim Report 2: Jian Onesample

Student List Additional Comments Alternate Text Utilities **Tools** View or Print Report Save Report Save Report, then Exit Exit

< > Jian Onesample

Continued ELL support is needed
 No further ELL support is needed

Support: times per week
ELL Centre: 0

Teacher: [] Division: 2

Beginning	Developing	Expanding	Consolidating	Bridging
Oral Language				
<input type="checkbox"/> <i>Goal: to understand and respond to simple statements and questions in familiar situations.</i>	<input type="checkbox"/> <i>Goal: to participate in a conversation on everyday topics using simple structures.</i>	<input type="checkbox"/> <i>Goal: to participate in a conversation about familiar topics and some academic topics.</i>	<input type="checkbox"/> <i>Goal: to participate in conversations with some opinions and details on a range of academic topics.</i>	<input type="checkbox"/> <i>Goal: to speak fluently and accurately on a wide range of academic topics.</i>
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<input type="checkbox"/> knows some common words related to school, self, family, and greetings	<input type="checkbox"/> expresses a variety of words about self, family, and interests	<input type="checkbox"/> describes/speaks about academic content using some words and phrases	<input type="checkbox"/> describes/speaks about academic content using a range of words and phrases	<input type="checkbox"/> expresses a wide range of conversational and academic words and phrases

Once cloned, this report is identical to the previous term report. With these previous evaluations to refer to, you can efficiently modify the report to reflect progress the student has made in the intervening months.

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Student List * Additional Comments Alternate Text Utilities Clear Checks Tools View or Print Report Save Report Save Report, then Exit Exit

< > Jian Onesample

Continued ELL support is needed

Support: times per week

ELL Centre: 5

In-Class: 0

Consultation: 2

Classroom teacher: P Findlay

Division: 2

No further ELL support is needed

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