

How to Edit a Student Report in SilhouetteELAR 3

(Windows)

Open SilhouetteELAR 3 and click on **Student Reports**

SilhouetteELAR 3


SilhouetteELAR 3

Version 3.0.2



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No On-Line Update Available.



Student Reports

Comment Bases

Utilities

About

On-Line Help at duetsoftware.ca

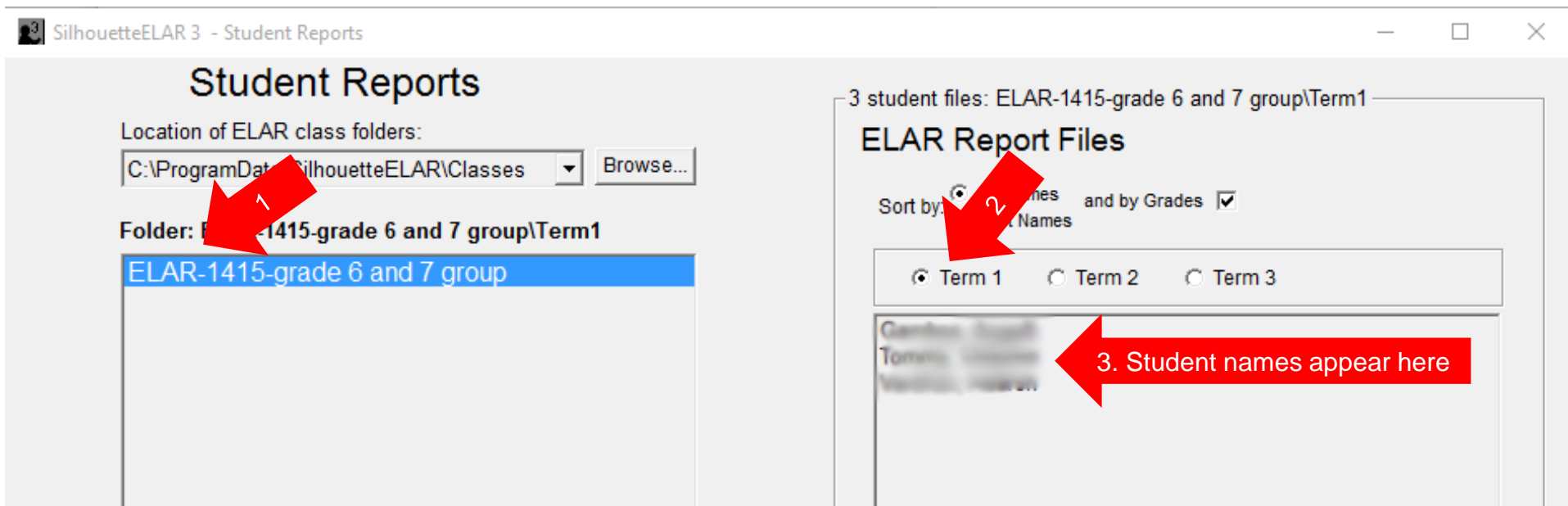
Email SilELARHelp@duetsoftware.ca

Quit

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In the **Folders** list on the left side of the **Student Reports** window:

1. Select a folder of reports.
2. Click on the **Term 1** radio button. The student names should appear on the right side of the screen.
3. Click on a student's name to edit her ELAR report



1. Fill in all areas indicated in red (see example below)
2. Check off the appropriate descriptors in the matrices
3. Scroll down for more descriptors for “Reading/Writing/Areas requiring further attention/development”
4. See “Many Ways of Saving...” page below

SilhouetteELAR - Student Report - Term 1: Student Name

Student List Additional Comments Alternate Text Utilities Clear Checks Tools Go to ... View

Student Name Classroom Teacher: Mr. Lee Division: 19

Current Levels
 Oral Language: - Reading: - Writing: -
 Continued ELL support is needed
 No further ELL support is needed
 Support: times per week
 ELL Centre: 0 In-Class: 0 Consultation: 0

Level 1 - Emerging	Level 1 - Beginning	Level 2 - Developing	Level 3 - Expanding	Level 4 - Consolidating
Oral Language				
<input type="checkbox"/> understands very little English	<input type="checkbox"/> understands simple words, phrases, sentences and instructions	<input type="checkbox"/> understands simple sentences in a conversation with repetition	<input type="checkbox"/> understands more complex sentences in a conversation with some repetition	<input type="checkbox"/> communicates effectively in social and classroom settings
<input type="checkbox"/> follows other students in class routines	<input type="checkbox"/> understands parts of simple oral lessons with support	<input type="checkbox"/> understands simple short oral lessons	<input type="checkbox"/> understands most content and academic language with support	<input type="checkbox"/> understands grade level academic content with minimal support
<input type="checkbox"/> -----	<input type="checkbox"/> communicates basic needs	<input type="checkbox"/> follows one direction at a time if given clearly	<input type="checkbox"/> follows a series of directions with prompts	<input type="checkbox"/> successfully follows directions at grade level
<input type="checkbox"/> speaks almost no English	<input type="checkbox"/> participates in choral speaking	<input type="checkbox"/> asks and responds to simple questions	<input type="checkbox"/> is usually able to ask questions for clarification, with some hesitations	<input type="checkbox"/> is able to ask and answer questions for clarification
<input type="checkbox"/> relies on body language and visual cues to communicate	<input type="checkbox"/> responds with yes/no or single word utterances	<input type="checkbox"/> speaks using short phrases	<input type="checkbox"/> retells stories and recounts events with some support	<input type="checkbox"/> makes longer content-based presentations
<input type="checkbox"/> -----	<input type="checkbox"/> speaks with hesitation	<input type="checkbox"/> speaks with some hesitation, rephrasing, searching for words	<input type="checkbox"/> participates hesitantly in class discussions with support	<input type="checkbox"/> is able to listen to and add to group discussions
<input type="checkbox"/> -----	<input type="checkbox"/> can name concrete objects	<input type="checkbox"/> uses simple grammar	<input type="checkbox"/> applies rules of grammar most of the time	<input type="checkbox"/> uses a variety of grammatical structures
<input type="checkbox"/> -----	<input type="checkbox"/> developing a vocabulary of functional words	<input type="checkbox"/> uses limited vocabulary, awkward wording	<input type="checkbox"/> uses adequate vocabulary	<input type="checkbox"/> uses varied vocabulary appropriate for a given context
<input type="checkbox"/> -----	<input type="checkbox"/> pronunciation can interfere with being understood	<input type="checkbox"/> pronunciation sometimes interferes with being understood	<input type="checkbox"/> pronounces most English words clearly	<input type="checkbox"/> speaks with near native fluency
Reading				
<input type="checkbox"/> recognizes letters and	<input type="checkbox"/> identifies most letters and	<input type="checkbox"/> oral reading demonstrates	<input type="checkbox"/> reads and understands fully	<input type="checkbox"/> reads and comprehends a

1. Add additional comments to your ELAR reports by clicking **Additional Comments**.
Please see the separate instruction guide on **Additional Comments** to learn about the many features in this section. Please see the separate instruction guides for **Comment Bases** if you wish to use Comment Bases with your ELAR report.
2. You can preview your ELAR report before printing by clicking **View or Print Report**.
Please see the separate instruction guide **Printing ELAR Reports** to learn about printing features.
3. Other menu items: the **Clear Checks** menu is easily understood. *Try it out on a 'practice' student file.*
4. In the **Tools** menu are **Rename Student** and **Delete Student File**. They are easily understood.
5. Please see the separate instruction guides on SilhouetteELAR menu items for details about the **Alternate Text Utilities** and the **How to Clone ELAR** reports (**Clone Term 1** and **Clone Term 2** are found in the **Tools** menu but enabled only when editing Term 2 and Term 3 reports).

The screenshot shows the SilhouetteELAR software interface. The title bar reads "SilhouetteELAR - Student Report - Term 1: Student Name". The menu bar includes "Additional Comments", "Alternate Text Utilities", "Clear Checks", "Tools", "Go to...", "View or Print Report", "Save Report", "Save Report, then Exit", and "Exit". Two red arrows point to "Additional Comments" and "View or Print Report". Below the menu bar, there are fields for "Student Name", "Classroom teacher: Mr. Lee", and "Division: 19". There are also dropdown menus for "Oral Language", "Reading", and "Writing", and radio buttons for "Continued ELL" and "No further support is needed". A table titled "Oral Language" shows five levels of proficiency from Level 1 - Emerging to Level 4 - Consolidating. The table has columns for each level and rows for various skills.

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<input type="checkbox"/> -----	<input type="checkbox"/> communicates basic needs	<input type="checkbox"/> follows one direction at a time if given clearly	<input type="checkbox"/> follows a series of directions with prompts	<input type="checkbox"/> successfully follows directions at grade level

Many Ways of Saving (and one way of not saving) Student Reports:

- Click on **Save Report** if you wish to save the report but do not wish to exit or move to another student file. Because of all the better options listed below you will rarely use this feature.
- Click on **Save Report, then Exit** when you have finished working on reports in this folder and want to return to **the Student Reports** window.
- When you click on **View or Print Report**, the student's report will be saved first automatically
- When you use the < or > buttons or the **Student List** dropdown to move to another student file, the student report will be saved first automatically
- If you have made changes but do **not** wish to have them saved, click on **Exit** and then select **No** when asked if you want to save the changes before exiting.

SilhouetteELAR - Student Report - Term 1: Student Name

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

< > Student Name Classroom teacher: Mr. Lee Division: 19

Current Levels
 Oral Language: - Reading: - Writing: -

Continued ELL support is needed
 No further ELL support is needed

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

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<input type="checkbox"/> relies on body language and	<input type="checkbox"/> responds with yes/no or	<input type="checkbox"/> speaks using short phrases	<input type="checkbox"/> retells stories and recounts	<input type="checkbox"/> makes longer content-based