

How to Print Student Reports in SilhouetteELAR 3

(Windows)

One at a time Printing or Batch Print

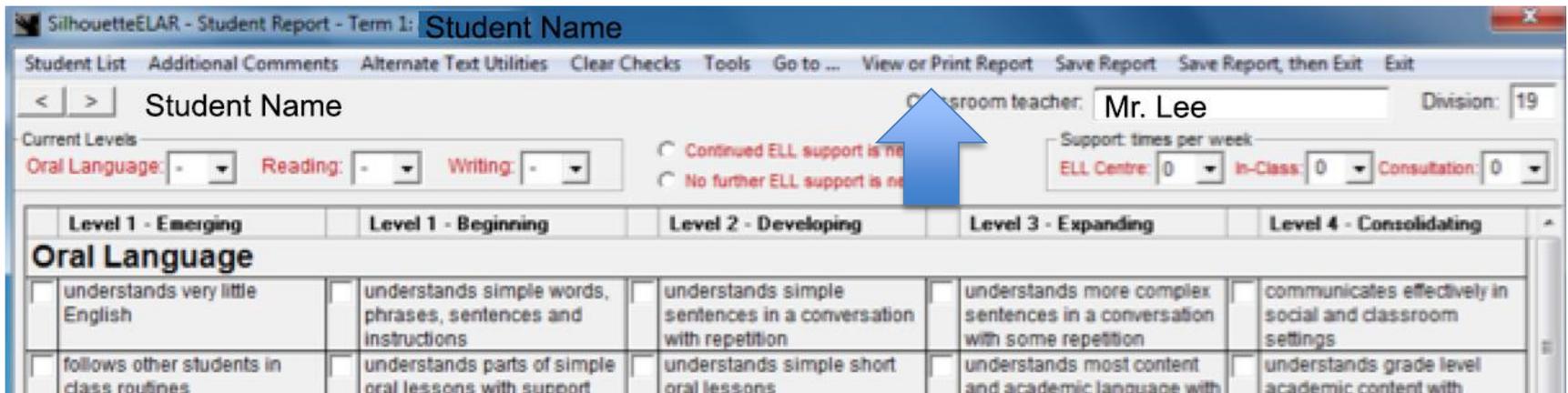
One at a time Printing: You can access the printing section of SilhouetteELAR from within each student's report and then print just that student's report

OR

Batch Print: you can choose to **Batch Print** some or all of the student reports in a folder

One at a time Printing

When editing a student's report, you can click on the **View or Print Report** menu item just to take a look or to print the report if it is complete.



The screenshot displays the SilhouetteELAR software interface for editing a student report. The window title is "SilhouetteELAR - Student Report - Term 1: Student Name". The menu bar includes "Student List", "Additional Comments", "Alternate Text Utilities", "Clear Checks", "Tools", "Go to ...", "View or Print Report", "Save Report", "Save Report, then Exit", and "Exit". The "View or Print Report" menu item is highlighted with a blue arrow. Below the menu bar, the student's name "Student Name" is entered in a text box. To the right, the classroom teacher is listed as "Mr. Lee" and the division is "19". There are dropdown menus for "Current Levels" for Oral Language, Reading, and Writing. Below these are radio buttons for "Continued ELL support is needed" and "No further ELL support is needed". To the right, there are dropdown menus for "Support: times per week" with sub-sections for "ELL Centre", "In-Class", and "Consultation". The main content area is a table with five columns representing proficiency levels: "Level 1 - Emerging", "Level 1 - Beginning", "Level 2 - Developing", "Level 3 - Expanding", and "Level 4 - Consolidating". The first row is labeled "Oral Language" and contains five checkboxes, each corresponding to a level. The second row contains five text boxes, each corresponding to a level and describing the student's performance.

Level 1 - Emerging	Level 1 - Beginning	Level 2 - Developing	Level 3 - Expanding	Level 4 - Consolidating
<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	<input type="checkbox"/> understands grade level academic content with

When you click on **View or Print Report**, the report is first automatically saved, and then you are brought to the print window showing a preview of the front and back pages of the report.

Points about four items in the left column:

- Do not be alarmed if the grid lines seem strange. This is a factor of the magnification on the preview. On the printed version, the grid lines be correctly rendered.
- Note that the **Font size for Additional Comments** text applies only to your additional comments. You cannot change the font size on the rest of the report.
- Student name format: This being a legal document, in most cases, the student's legal first name should appear on the front page. If the **Used Name** is the same as the **Legal Name** then it will not appear in parentheses.
- **Show all 'Areas requiring further attention'**: By default, only the **Areas requiring further attention** that you have checked for this student will be printed on the report. However, you can use this option to have **all** the areas printed, some checked and the rest unchecked.

1. Click on the tiny VCR-type buttons to move between pages in the preview window
2. To change magnification, click on the down-arrow to the right of the magnifying glass and make a selection.

SilhouetteELAR 3 - Print ELAR Report: Stewdent Sampler

Note: depending on the magnification in the print preview, some lines may not be visible. However, they will be printed correctly.

Font size for Additional Comments text:

Student name format:

Legal+(Used)+Surname

Legal + Surname

Used + Surname

Show all 'Areas requiring further attention'

Note: the Printer Dialog will open when you select Print Report or Print Current Page.

Print Report

Print Current Page

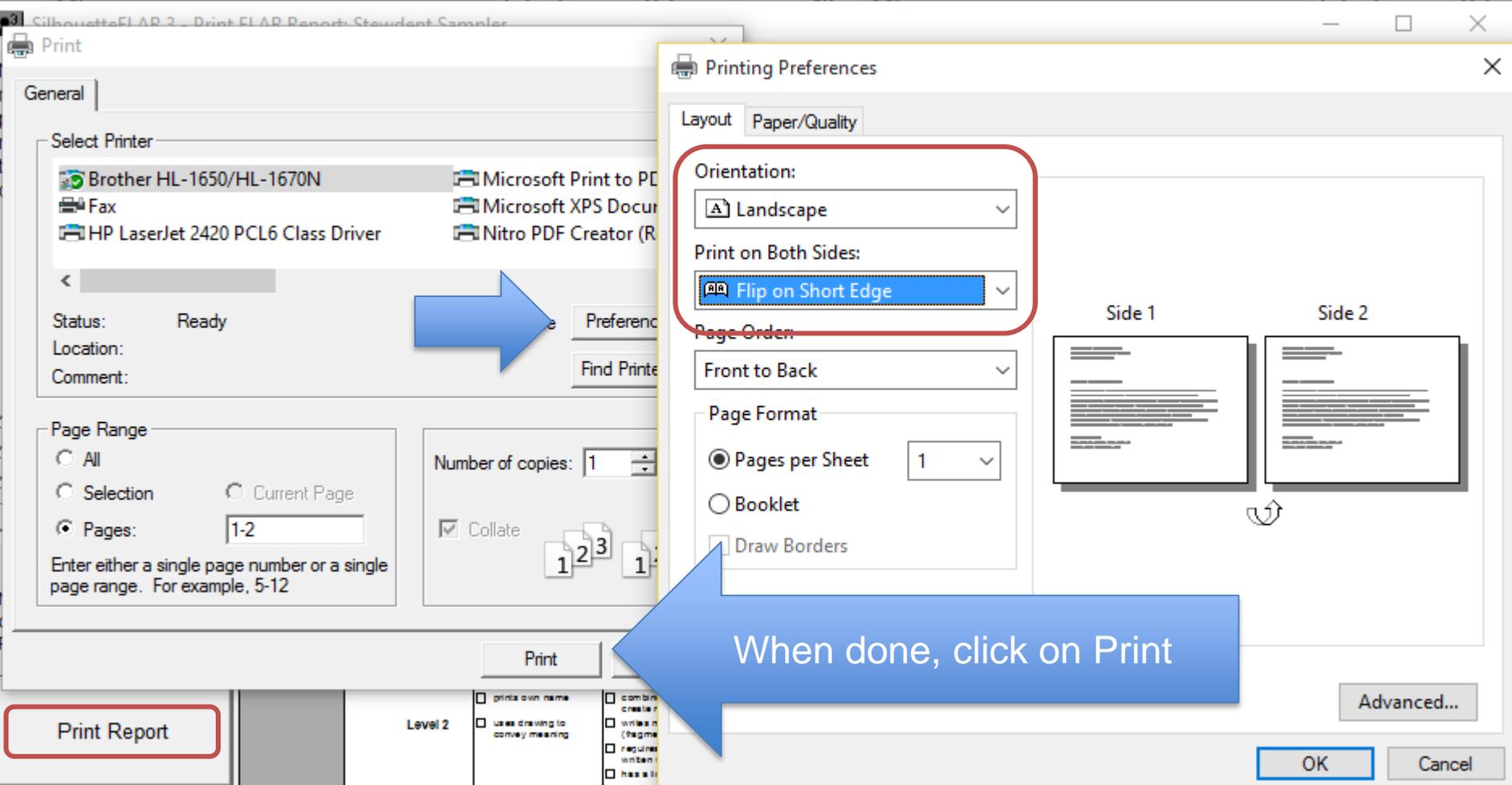
Exit

English Language Achievement Rubric/Report (ELAR) - Term 1: Stewdent Sampler
Support: ELL Centre: 4 times

English Level Achieved	Emerging	LEVEL 1 Beginning	LEVEL 2 Developing	LEVEL 3 Expanding	LEVEL 4 Consolidating
ORAL	<input type="checkbox"/> understands very little English	<input type="checkbox"/> understands simple words, phrases, sentences and instructions	<input checked="" 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
LANGUAGE	<input type="checkbox"/> follows other students in class routines	<input type="checkbox"/> understands parts of simple oral lessons with support	<input checked="" 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
Level 2	<input type="checkbox"/> speaks almost no English	<input type="checkbox"/> communicates basic needs	<input type="checkbox"/> follows one direction at a time if given clearly	<input checked="" type="checkbox"/> follows a series of directions with prompts	<input type="checkbox"/> successfully follows directions at grade level
	<input type="checkbox"/> relies on body language and visual cues to communicate	<input type="checkbox"/> participates in choral speaking	<input checked="" 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"/> responds with yes/no or a single word utterance	<input checked="" type="checkbox"/> speaks using short phrases	<input type="checkbox"/> relates stories and recounts events with some support	<input type="checkbox"/> makes longer content-based presentations
		<input type="checkbox"/> speaks with hesitation	<input checked="" 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"/> can name concrete objects	<input type="checkbox"/> uses simple grammar	<input checked="" type="checkbox"/> applies rules of grammar most of the time	<input type="checkbox"/> uses a variety of grammatical structures
		<input type="checkbox"/> developing a vocabulary of functional words	<input type="checkbox"/> uses limited vocabulary, awkward wording	<input checked="" type="checkbox"/> uses adequate vocabulary	<input type="checkbox"/> uses varied vocabulary appropriate for a given context
		<input type="checkbox"/> pronunciation can interfere with being understood	<input checked="" 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 numbers	<input type="checkbox"/> identifies most letters and matches print with corresponding oral sounds	<input type="checkbox"/> oral reading demonstrates use of some decoding skills	<input checked="" type="checkbox"/> reads and understands fully a variety of "easy" texts	<input type="checkbox"/> reads and comprehends a variety of texts at near grade level independently
	<input type="checkbox"/> shows an awareness of how books and print work	<input type="checkbox"/> uses phonics to sound out simple words	<input type="checkbox"/> has a growing vocabulary of sight words	<input checked="" type="checkbox"/> has acquired basic sight vocabulary near grade level	<input type="checkbox"/> has acquired grade level sight vocabulary
Level 3	<input type="checkbox"/> participates in choral reading but has little understanding	<input type="checkbox"/> recognizes a few high-frequency sight words	<input type="checkbox"/> reads a variety of familiar and patterned material	<input type="checkbox"/> identifies main ideas and key points of text near grade level	<input checked="" type="checkbox"/> reads and draws inferences from text independently
	<input type="checkbox"/> attempts to read by using pictures to support meaning	<input type="checkbox"/> uses picture cues to predict story events	<input type="checkbox"/> uses reading strategies to assist comprehension	<input checked="" type="checkbox"/> predicts, evaluates and interprets reading materials with support	<input type="checkbox"/> predicts, evaluates, and interprets a variety of reading materials with little support
WRITING	<input type="checkbox"/> copies letters, numbers, and patterned sentences from a model	<input type="checkbox"/> uses invented spelling based on letter sounds	<input checked="" type="checkbox"/> writes simple sentences with limited variation in verb tense	<input type="checkbox"/> creates a variety of sentence structures	<input type="checkbox"/> uses a variety of sentence structures appropriate for grade level
Level 2	<input type="checkbox"/> prints own name	<input type="checkbox"/> combines drawing and printing to create meaning	<input checked="" type="checkbox"/> uses conventional spelling for commonly used words	<input type="checkbox"/> spells high frequency words accurately	<input type="checkbox"/> has learned the rules of spelling at grade level
	<input type="checkbox"/> uses drawing to convey meaning	<input type="checkbox"/> writes mostly phrases (fragments), with a support	<input checked="" type="checkbox"/> continues to make errors in verb tense/word choice	<input type="checkbox"/> often needs extra time to write tests and assignments	<input type="checkbox"/> develops ideas with appropriate transitions
		<input type="checkbox"/> requires more time to produce written work	<input checked="" type="checkbox"/> applies rules of writing and grammar with many errors	<input type="checkbox"/> applies the rules of writing and grammar with few errors	<input type="checkbox"/> uses appropriate writing conventions
		<input type="checkbox"/> has a limited vocabulary	<input type="checkbox"/> uses repetitive vocabulary	<input type="checkbox"/> uses varied vocabulary appropriately	<input type="checkbox"/> uses varied and complex vocabulary that is appropriate for the purpose
		<input type="checkbox"/> intended meaning of unsupported writing is often unclear	<input checked="" type="checkbox"/> organizes and sequences ideas with teacher guidance	<input type="checkbox"/> writes a cohesive paragraph independently	<input type="checkbox"/> writes multiple organized paragraphs with little support

Printing a Report: ELAR reports are intended to be printed double-sided in **Landscape** format. When pressing **Print Report**, you will enter the standard print dialog.

Check that the printer is correct and then click on **Preferences**. Check that the Orientation is set to **Landscape**. In the **Print on Both Sides** dropdown, select **Flip on Short Side**. Note that there will be differences in the **Properties** display according to the printer make and model. When done, exit **Preferences** and click on the **Print** button in the print dialog.



Batch Printing

Click on **Batch Print Reports** to print all or some of the reports in a folder.

Student Reports

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

Folder: ELAR-1415-grade 6 and 7 group\Term1

ELAR-1415-grade 6 and 7 group

Show hidden folders

Folder Utilities: ELAR-1415-grade 6 and 7 group\Term1

Email Class Folder

Folder Password Delete Folder Rename Folder

New Folder Folders Utilities

Get Emailed Class Folder Import Folder

Exit Export Folder

3 student files: ELAR-1415-grade 6 and 7 group\Term1

ELAR Report Files

Sort by: Surnames and by Grades
 First Names

Term 1 Term 2 Term 3

Sampler, Stewdent 24 Sep 2015
Tomal, Charles
Varsh, Adam

Create New Student file Edit Report Data

Batch Print Reports

When you enter Batch Printing, you will be guided by numbered steps in the process.

1. Check the Student reports to be printed. Notice that as soon as you have checked a couple students, the Print button will have changed to **2. Print these Reports**

Batch Print Student Reports: ELAR-1516-grade 6 and 7 group\Term1

Note: depending on the magnification in the print preview, some lines may not be visible. However, they will be printed correctly.

Font size for Additional Comments text: 9

Student name format:

- Legal+(Used)+Surname
- Legal + Surname
- Used + Surname

Show all 'Areas requiring further attention'

Printer Settings

Print

Print Current Page

Exit

1. Check the Student Reports to be printed:

- Sampler, Stewdent 02 Oct
- Tomal, Charles 24 Sep 20
- Varsh, Adam 02 Oct 2015

Check All Clear Checks

Print this report

or Skip this report

or Cancel printing

When you click on **2. Print these Reports**, notice that the Printer Settings button changes to **3. Check Printer Settings**.

Note: depending on the magnification in the print preview, some lines may not be visible. However, they will be printed correctly.

Font size for Additional Comments text: 9

Student name format:

- Legal+(Used)+Surname
- Legal + Surname
- Used + Surname

Show all 'Areas requiring further attention'

1. Check the Student Reports to be printed:

- Sampler, Stewdent 02 Oct
- Tomal, Charles 24 Sep 20
- Varsh, Adam 02 Oct 2015

Buttons: Printer Settings, Check All, Clear Checks, 2. Print these Reports, Print Current Page, Exit, Print this report, or Skip this report, or Cancel printing

Upon clicking on **Print these reports** a preview of the first student's report is shown, and three buttons are enabled, **Print this report**, or **Skip this report** and or **Cancel printing**.

Next, click on **3. Check Printer Settings** to ensure that the report will be printed correctly.

Note: depending on the magnification in the print preview, some lines may not be visible. However, they will be printed correctly.

1. Check the Student Reports to be printed:

- Sampler, Stewdent 02 Oct
- Tomal, Charles 24 Sep 20
- Varsh, Adam 02 Oct 2015

Font size for Additional Comments text: 9

Student name format:

- Legal+(Used)+Surname
- Legal + Surname
- Used + Surname

Show areas requiring further attention

3. Check Printer Settings Check All Clear Checks

Stewdent Sampler

Print this report

or Skip this report

or Cancel printing

Print Current Page

Exit

Areas requiring further attention (development):

- ✓ spoken English
- ✓ English use in class
- ✓ reading a variety of texts (genre)
- ✓ spelling and punctuation
- ✓ rules of grammar
- ✓ proofreading work
- ✓ writing complete sentences
- ✓ writing organized paragraphs

Strategies to improve English, support integration, and build confidence:

WHAT	HOW
reading fluency	- read magazines, books, and other types of printed text
oral reading	- read aloud, retell stories, choral read
oral English	- join school clubs, team sports, community centre activities, speak English to friends
study skills	- set up a consistent time and quiet place to complete homework and to study

Additional comments:
Stewdent is making satisfactory progress in understanding English. He pays attention in class and uses his time efficiently. Stewdent is making excellent progress in written English.

Notes:
1. The fastest gains are often between Level 1 and Level 2.
2. Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding.
3. It is very common to remain at Levels 3 and 4 for more than one year.

Recommendations:
 Continued ELL support is needed
 No further ELL support is needed at this time
print using 2 hours ELAR 2 Version 2.0.4 - 02 Oct 2015

School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE LEARNER REPORT

Sample School

School Year: 2015 - 2016 Term 1

Student: Stewdent Sampler
Grade 7 Division 1 Student ID# 116230

Classroom teacher: Purdy, M
ELL teacher: D. Teacher

ELL Teacher's signature: _____
Administrator's signature: _____

This English Language Assessment Report (ELAR) accompanies the classroom teacher report.

In **Printer Settings**, do the following:

1. Check that the Paper Size is set to **Letter** and the Orientation is set to **Landscape**. These two settings should already have been made by SilhouetteELAR 3.
2. Enter **Properties** and in the **Print on Both Sides** dropdown, select **Flip on Short Side**. (Note that there will be differences in the **Properties** display according to the printer model.)

Batch Print Student Reports: ELAR-1516-grade 6 and 7 group\Term1

Note: depending on the magnification in the print preview, some lines may be truncated.

1. Check the Student Reports to be printed:

Print Setup

Printer:

Name: Brother HL-1650/HL-1670N

Status: Ready

Type: Brother HL-1650/HL-1670N

Where: USB002

Comment:

Paper:

Size: Letter

Source: Automatically Select

Orientation:

Portrait

Landscape

Properties...

Brother HL-1650/HL-1670N Document Properties

Layout Paper/Quality

Orientation: Landscape

Print on Both Sides: Flip on Short Edge

Page Order: Front to Back

Page Format

Pages per Sheet 1

Booklet

Draw Borders

Side 1 Side 2

Advanced...

OK Cancel

Settings

Stewdent Sampler

Print this report

or Skip this report

or Cancel printing

Print Current Page

Exit

Notes:

1. The fastest g
2. Some childre
3. It is very com

Recommend

C

N

on

When All Done with Printer Settings: see 4. Check these settings for this student report

At this point you can change the **Font size for Additional Comments text**, the **Student name format** or the **Show all "Areas requiring further attention"** for this report. You can also zoom in and out of the preview and move between pages as you wish until satisfied that the report is ready to print.

Finally, click on the **5. Print this report** button. Check the paper printout to see that the first report printed as expected and then go back to #4 above for the next student's report already showing in the preview.

Batch Print Student Reports: ELAR-1516-grade 6 and 7 group\Term1

Note: depending on the magnification of the print preview, some lines may not be visible. However, they will print correctly.

1. Check the Student Reports to be printed:

- Sampler, Stewdent 02 Oct 2015
- Tomal, Charles 24 Sep 2015
- Varsh, Adam 02 Oct 2015

4. Check these settings for this student report.

Font size for Additional Comments text:

Student name format:

- Legal+(Used)+Surname
- Legal + Surname
- Used + Surname

Show all 'Areas requiring further attention'

3. Check Printer Settings

Check All Clear Checks

Stewdent Sampler

5. Print this report

or Skip this report

or Cancel printing

Print Current Page

Exit

Areas requiring further attention/development:

- spoken English
- English use in class
- reading a variety of texts (genre)
- spelling and punctuation
- rules of grammar
- proofreading work
- writing complete sentences
- writing organized paragraphs

Strategies to Improve English, support integration, and build confidence:

WHAT	HOW
reading fluency	- read magazines, books, and other types of printed text
oral reading	- read aloud, retell stories, choral read
oral English	- join school clubs, team sports, community centre activities, speak English to friends
study skills	- set up a consistent time and quiet place to complete homework and to study

Additional comments:
Stewdent is making satisfactory progress in understanding English. He pays attention in class and uses his time efficiently. Stewdent is making excellent progress in written English.

Notes:

- The fastest gains are often between Level 1 and Level 2.
- Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding.
- It is very common to remain at Levels 3 and 4 for more than one year.

Recommendations:

- Continued ELL support is needed
- No further ELL support is needed at this time

print using 24 hours ELAR 2 Version 2.0.4 - 02 Oct 2015

VSB

School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE LEARNER REPORT

Sample School

School Year: 2015 - 2016 Term 1

Student: Stewdent Sampler
Grade 7 Division 1 Student ID# 116230

Classroom teacher: Purdy, M
ELL teacher: D. Teacher

Teacher's signature: _____
Administrator's signature: _____

This English Language Assessment Report (ELAR) accompanies the classroom teacher report.