


How to Edit a Student Report in SilhouetteELAR4

(Windows)

Open SilhouetteELAR4 and click on **Student Reports**

SilhouetteELAR4
Version 4.0.0



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Vancouver School Board elementary schools.

Student Reports

Comment Bases

Utilities

About

On-Line Help at duetsoftware.ca

Email SilELARHelp@duetsoftware.ca

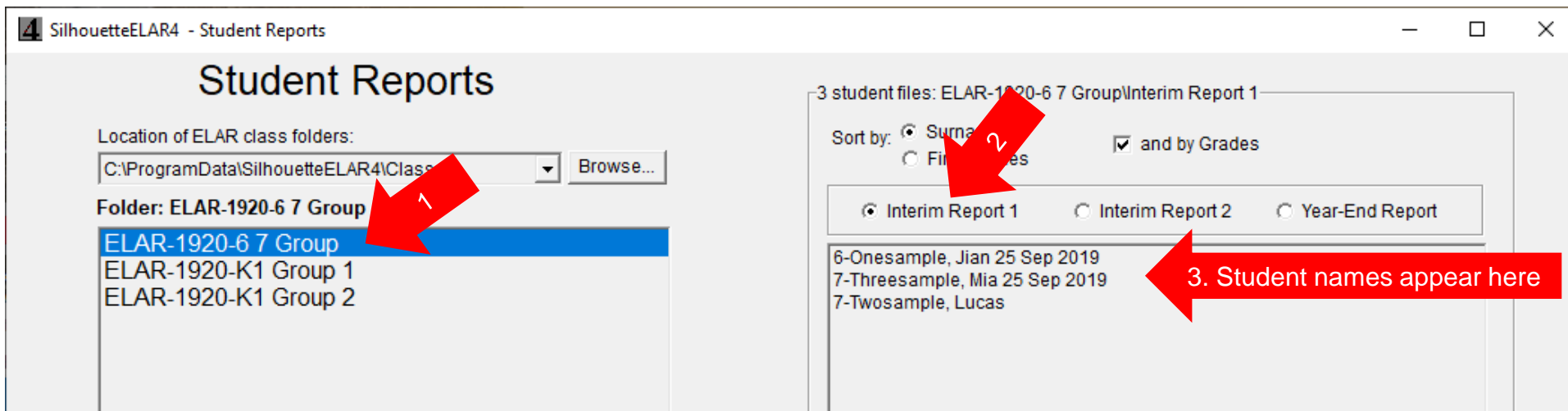
Quit

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No On-Line Update Available.

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

1. Select a folder of reports.
2. Click on the **Interim Report** 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

SilhouetteELAR4 - Student Report - Interim Report - Jian Onesample

Student List * Additional Comments Alternate Text **7** Near Checks Tools **4** 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: 5 In-Class: 0 Consultation: 2 Classroom teacher: P Findlay 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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>

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 *SilhouetteELAR4* menu items for details about the **Alternate Text Utilities** and the **How to Clone ELAR** reports.

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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
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 ELL Centre: In-Class: 0 Consultation: 2 Classroom teacher: P Findlay Division: 2

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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.

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