

How to Print Student Reports in SilhouetteELAR 4

(MacOS)

One at a time Printing or Batch Print

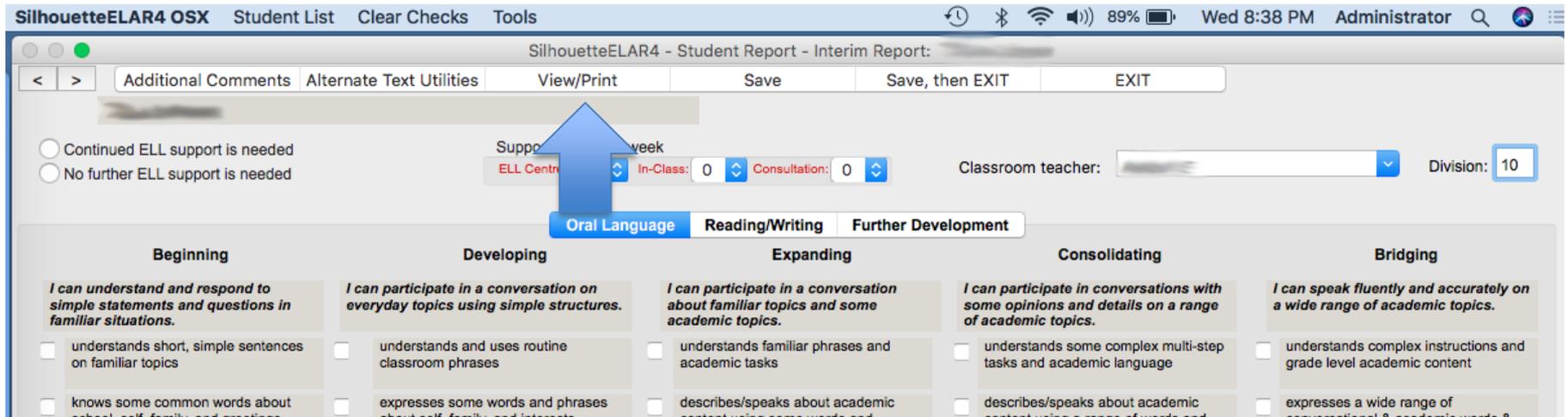
One at a time Printing: You can access the printing section of SilhouetteELAR from within each student's report and then print just that student's report

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/Print** button just to take a look or to print the report if it is complete.



The screenshot displays the SilhouetteELAR4 OSX interface. At the top, there is a navigation bar with 'Student List', 'Clear Checks', and 'Tools'. Below this is a window titled 'SilhouetteELAR4 - Student Report - Interim Report:'. The window contains a menu bar with 'Additional Comments', 'Alternate Text Utilities', 'View/Print', 'Save', 'Save, then EXIT', and 'EXIT'. A blue arrow points to the 'View/Print' button. Below the menu bar, there are radio buttons for 'Continued ELL support is needed' and 'No further ELL support is needed'. There are also dropdown menus for 'Support week', 'ELL Center', 'In-Class: 0', and 'Consultation: 0'. A 'Classroom teacher:' dropdown and a 'Division: 10' dropdown are also visible. The main content area is a table with five columns: 'Beginning', 'Developing', 'Expanding', 'Consolidating', and 'Bridging'. Each column has a description and a list of checkboxes for various skills.

Beginning	Developing	Expanding	Consolidating	Bridging
<i>I can understand and respond to simple statements and questions in familiar situations.</i>	<i>I can participate in a conversation on everyday topics using simple structures.</i>	<i>I can participate in a conversation about familiar topics and some academic topics.</i>	<i>I can participate in conversations with some opinions and details on a range of academic topics.</i>	<i>I can 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 instructions and grade level academic content
<input type="checkbox"/> knows some common words about school, self, family, and activities	<input type="checkbox"/> expresses some words and phrases about self, family, and interests	<input type="checkbox"/> describes/speaks about academic content using some words and	<input type="checkbox"/> describes/speaks about academic content using a range of words and	<input type="checkbox"/> expresses a wide range of conversational & academic words &

When you click on **View/Print**, 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:

- 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.

SilhouetteELAR4 - Student Report - Interim Report 1: Isabella Andersen-Hogg

SilhouetteELAR4 - Print ELAR Report: Isabella Andersen-Hogg

Font size for Additional Comments text: 11

Student name format

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

Show all 'Areas requiring further attention'

Printer Settings

Areas requiring further attention/development:

- varied vocabulary
- listening with comprehension
- participation in class
- proofreading work

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

Additional comments:

Additional comments: hjdf jdhf jdkhf jdhdjdjhd djjhd jhdj fhjg jdhbfduyr fbhv dyf dhfb fh bdjyf dfjhv dfjhv bdfhy v dfhjb bldfb bdfyr fhbv dfygdru fbv dfhj fbyvberhb dfhbvydfhb dj dfhb dfhj bdyfb djbvdyrbfb djbvdyr brelbdrhb fdyb djyb dfj

2
3
end

vsb School District No. 39
vancouver Board of Education

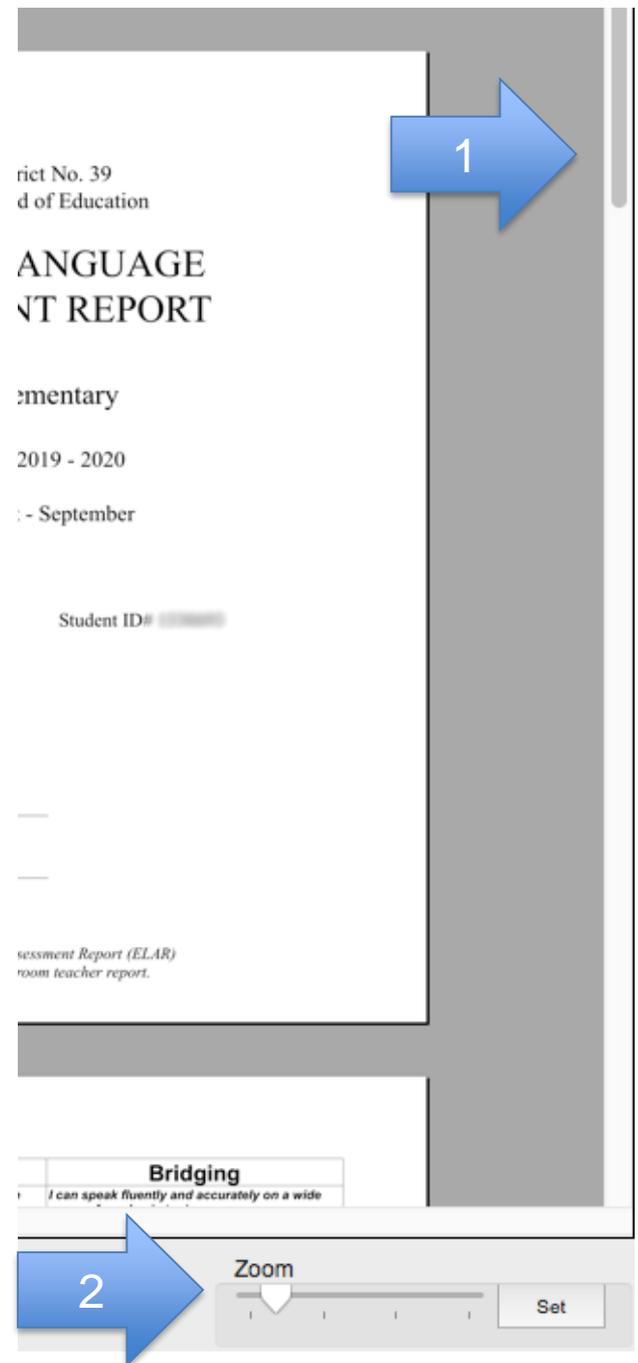
**ENGLISH LANGUAGE
ASSESSMENT REPORT**

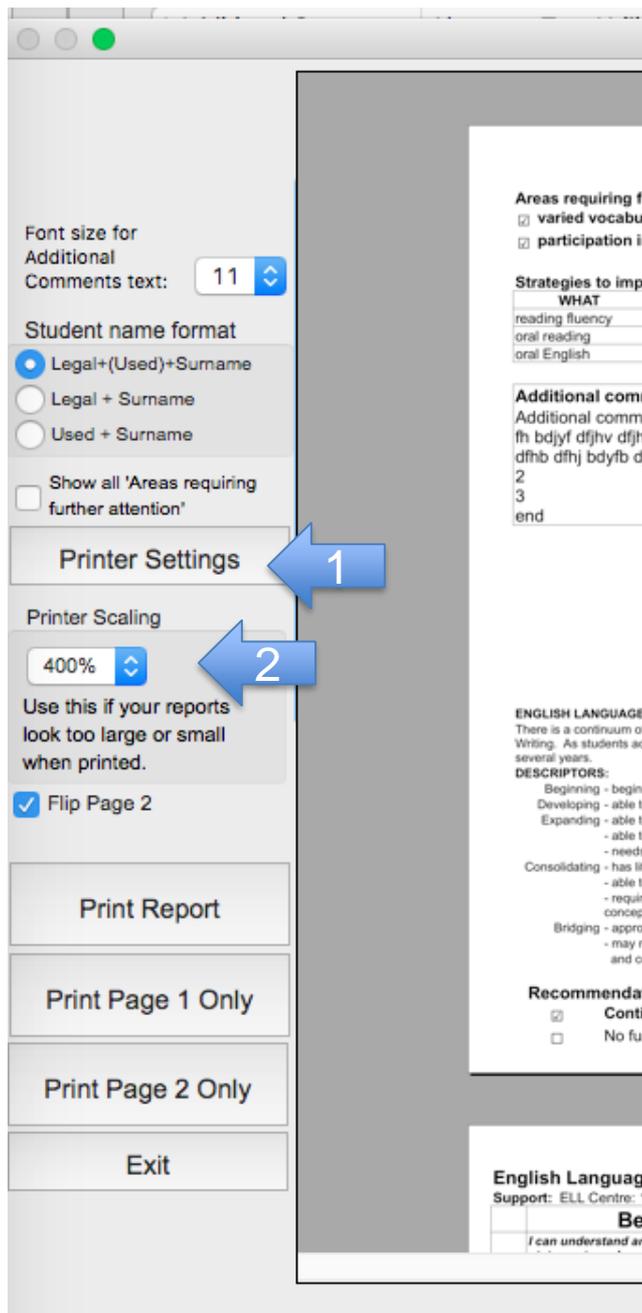
ELAR Elementary

School Year: 2019 - 2020

Interim Report - September

1. To view page 2 in the preview, simply drag the preview image up, **or** use the slider on the right edge of the preview to slide down.
2. To change magnification, use the zoom slide at the bottom right of the window. Click the **SET** button to save the current zoom level as default





Printing a Report: These ELAR reports are intended to be printed double-sided in **Landscape** format on **Legal (8.5 x 14) paper** (Note: reports from previous years were printed on Letter-sized paper, but the new 19/20 rubric makes it necessary to print on Legal-sized paper).

1. Printer Settings: This button is used to store specific information about your Mac's default printer, including the Landscape/Portrait setting. It should only be used if you have re-set your print in your Mac system preferences.

2. Printer Scaling: Some users find that their printouts are appearing very small or too large. This varies according to the printer driver your Mac is using. Use this setting to adjust the size of your printout so that it prints correctly on your printer. Once chosen, this setting will be saved for future printing.

TIP: Print one report as a trial at 100% scaling. If the printout is too small, try another at 200% or 400%. If it is too large, try 50%

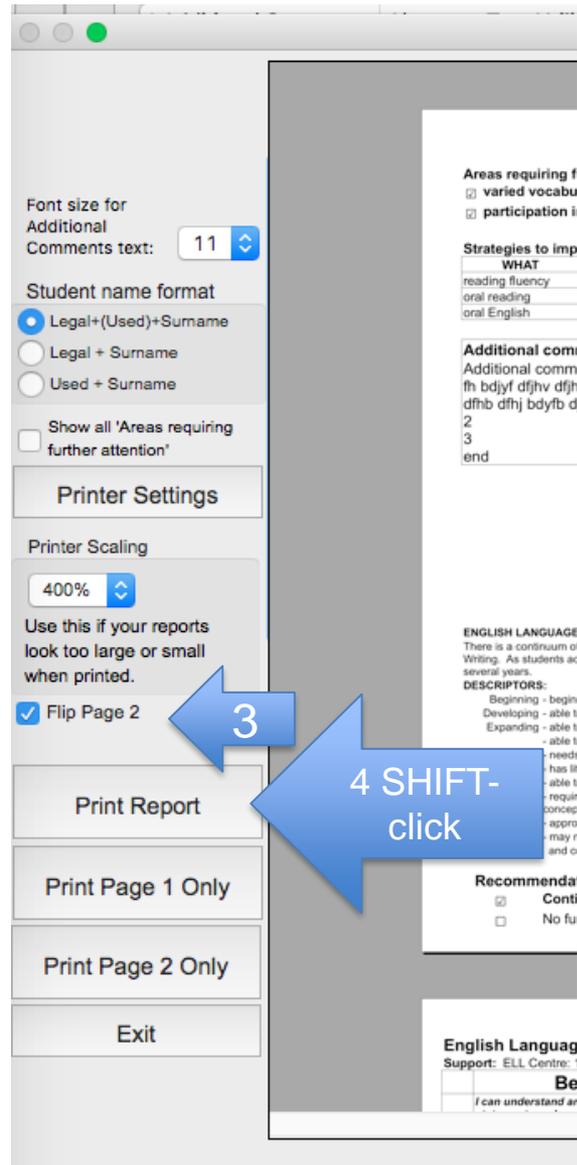
3. **Flip Page 2:** On **some** printers, double-sided landscape printing results in the second page being upside down. If this is the case, click the Flip Page 2 checkbox to correct the problem. Once selected, this setting will be saved for future printing.

TIP: Print one double sided report as a sample to see if page 2 needs to be flipped or not.

4. **To Select Double-Sided Printing:** On the Mac version of SilhouetteELAR4, you can select an alternate printer or access the printer properties by **SHIFT-Clicking the Print Report** button. To select double sided printing, Shift-click on **Print Report**, then select **Short-Edge Binding** from the **Two-Sided** dropdown button. This double-sided selection will remain in effect for this ELAR session, but will not be saved once you exit the program. You may have to select Double-Sided once each time you print from SilhouetteELAR4.

TIP: You can save your printer settings as a preset for future use if you like.

TIP: You can use the printer properties screen to create a PDF version of your report if needed.



Batch Printing

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

The screenshot shows the 'Student Reports' application window. The title bar reads 'SilhouetteELAR4- Student Reports'. The main area is divided into two panes. The left pane, titled 'Student Reports', shows the 'Location of resource folders' as '/Users/admin/SilhouetteELAR4/Classes' and the current folder as 'ELAR-1920-Int'. A list of folders is shown, with 'ELAR-1920-Int' selected. Below the list are various utility buttons like 'Email Class Folder', 'Delete Folder', 'Rename Folder', 'New Folder', 'Import Folder', and 'Export Folder'. The right pane shows '2 student files: ELAR-1920-Int:Interim Report'. It has sorting options for 'Surnames' (selected) and 'First Names', and report type options for 'Interim Report' (selected) and 'Year-End Report'. A list of files is displayed with columns for 'Date' and 'Report', showing two entries: '2019-09-02' and '2019-08-10'. At the bottom of the right pane, there are buttons for 'Create New Student file', 'Edit Report Data', and 'Batch Print Reports'. A large blue arrow points down to the 'Batch Print Reports' button.

Student Reports

Location of resource folders:
/Users/admin/SilhouetteELAR4/Classes Browse...

Folder: ELAR-1920-Int

- ELAR-1920-Int
- ELAR-1920-Pri

Show hidden folders

Folder Utilities: ELAR-1920-Int:Interim Report

Email Class Folder

Folder Password Delete Folder Rename Folder

New Folder Folders Utilities

Get Emailed Class Folder Import Folder

Exit Export Folder

2 student files: ELAR-1920-Int:Interim Report

Sort by: Surnames and by Grades
 First Names

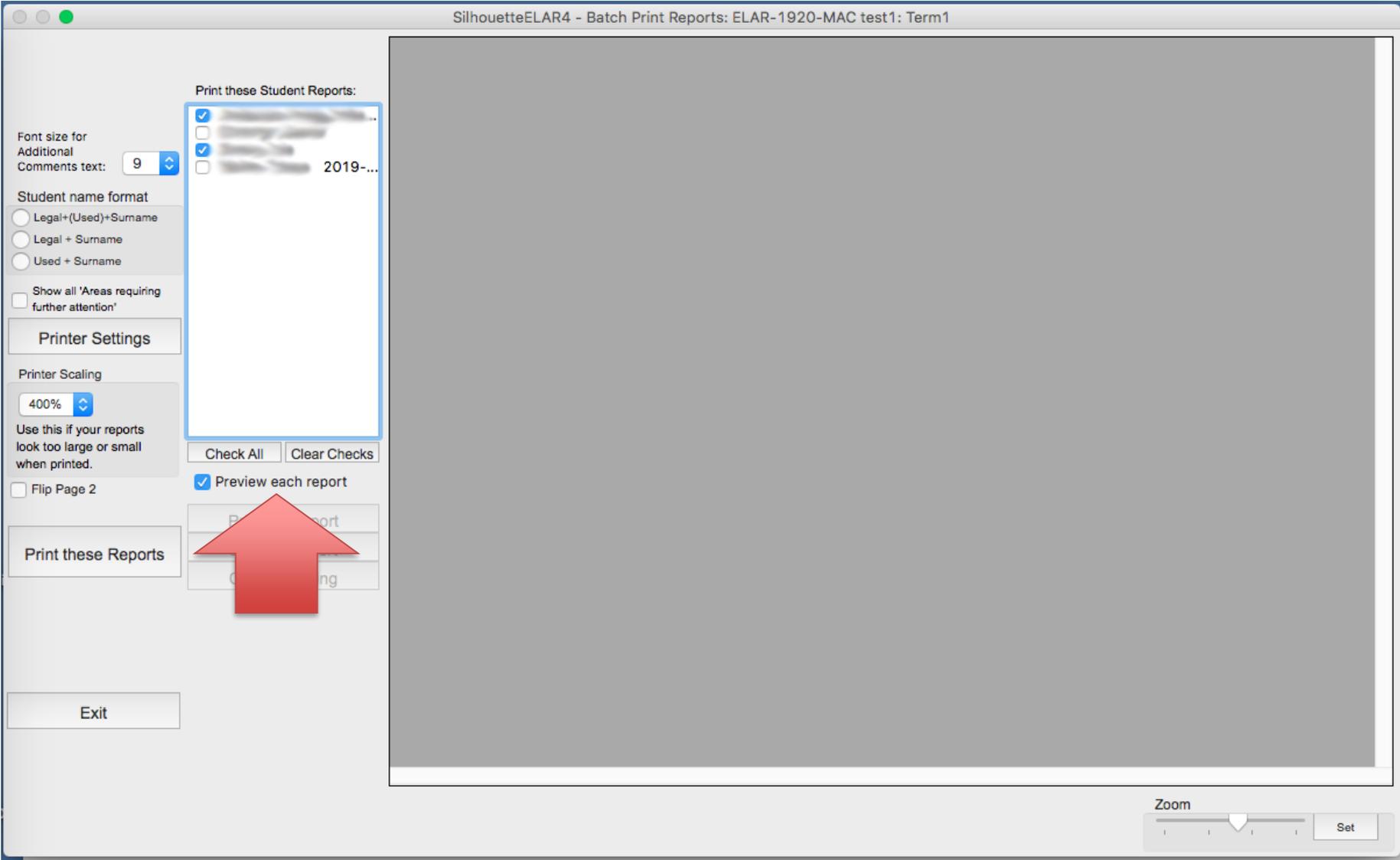
Interim Report Year-End Report

Date	Report
2019-09-02	
2019-08-10	

Create New Student file Edit Report Data

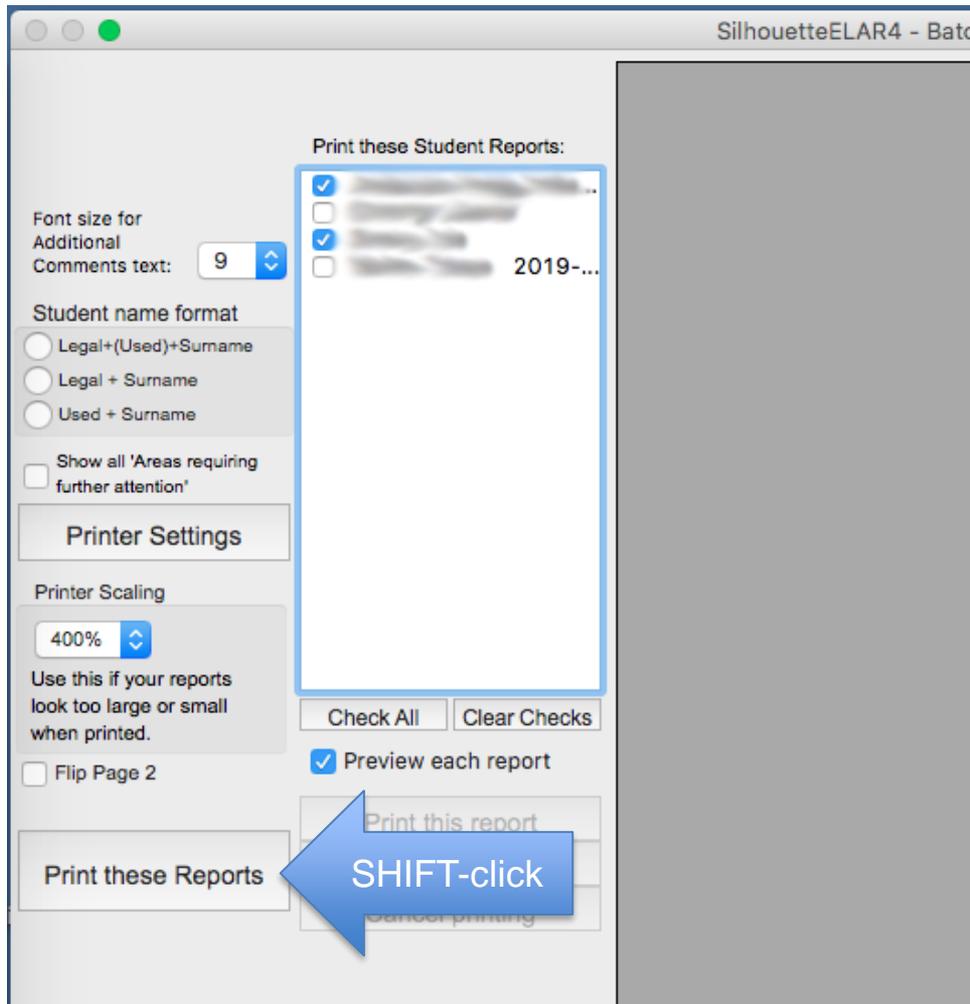
Batch Print Reports

Warning: Although it is possible to uncheck **Preview each report**, do **NOT** do so. Unchecking **Preview each report** will cause much waste of time and paper.

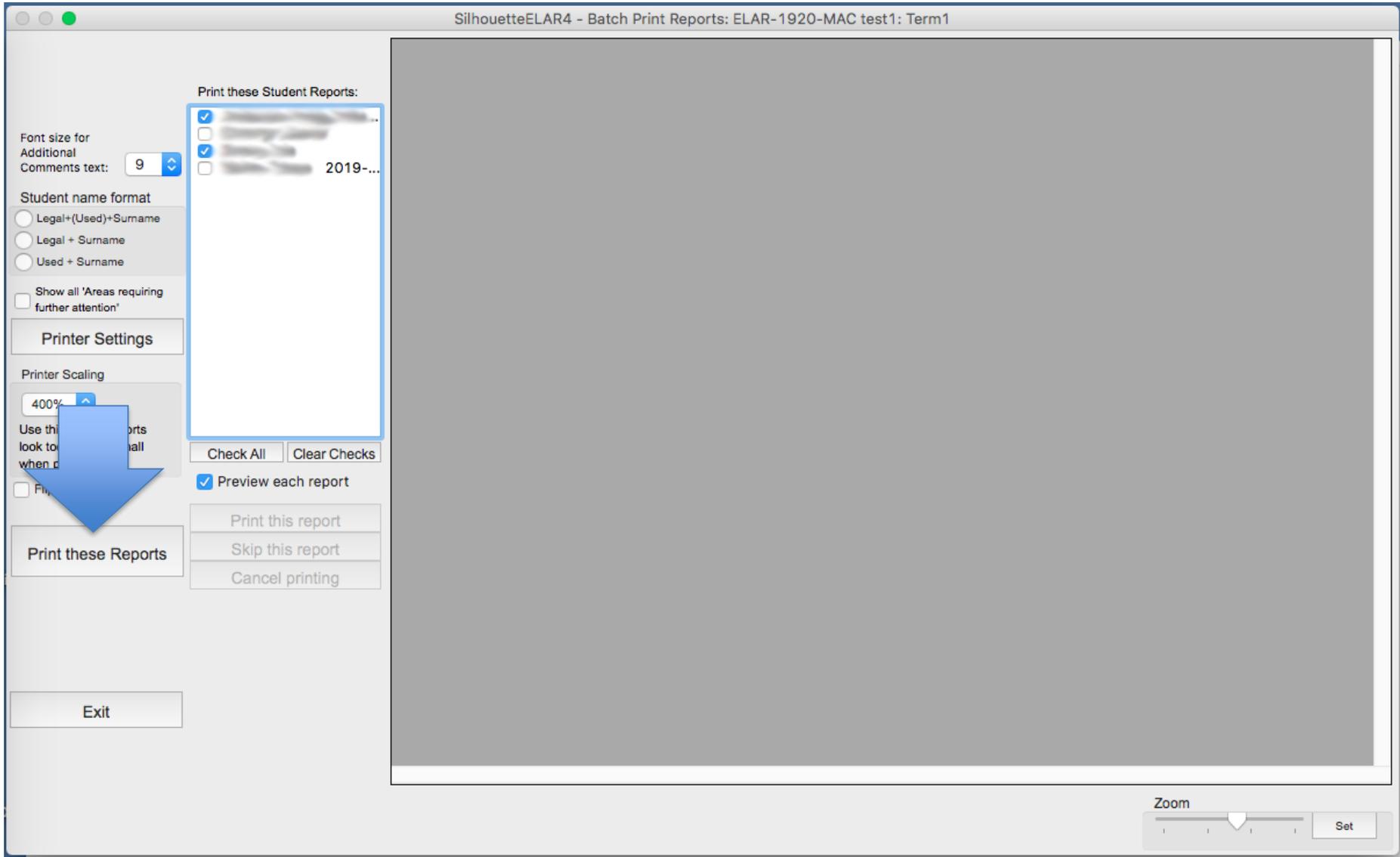


Scenario: In this sample folder there are four students. The first and third are checked to be printed.

At this point, to ensure that the report will print double-sided, you would **SHIFT-click** on **Print these Reports** and ensure the settings are correct. (Please refer to all the instructions in the final two pages of the **One at a time Printing** section above.)



The next step is non-intuitive: Next, will click on **Print these Reports**. But because **Preview each report** is selected, nothing will be sent to the printer just yet, but the three buttons, **Print this report**, **Skip this report** and **Cancel Printing** will be enabled.



Upon clicking on **Print these Reports**, a preview of the first student's report is shown.

1. This is your opportunity to change **the Font size for Additional Comments text**, the **Student name format** or the **Show all "Areas requiring further attention"** for this student's report.
2. When the above settings are correct, click on the **Print this report** button. Check the paper printout to see that the report printed as expected and then proceed to #1 above for the next report that is ready to be printed.

SilhouetteELAR4 - Batch Print Reports: ELAR-1920-MAC t

Print these Student Reports:

- [Student Name] ...
- [Student Name] ...
- [Student Name] 2019-...
- [Student Name] ...

Font size for Additional Comments text: 11

Student name format

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

Show all 'Areas requiring further attention'

Printer Settings

Printer Scaling

400%

Use this if your reports look too large or small when printed.

Flip Page 2

Check All Clear Checks

Print this report

Skip this report

Cancel printing

Areas requiring further attention/development:

- varied vocabulary
- participation in class
- listening with comprehension
- proofreading work

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:

Additional comments: hjdf jdhf jdkhf jdhfbdjhfb djfhbd jhbdj fhjbg jdhhfduyr fbhv dyf dhfb fh bdjyf dfjfv dfjhw bdfhy v dfhjb bdfdb bdfyr fhbv dfygdfu fbv dfhj fbyvberhb dhfbvydfhb d dfhb dfhj bdyfb djbvdyrbfb djybdry brefbdrhfb fdyb djyb djf

2

3

end

ENGLISH LANGUAGE ACQUISITION

There is a continuum of growth and development in language acquisition in the areas of Listening, Speaking, Reading, and Writing. As students acquire language, they progress through stages or levels of development. This progression may take several years.

DESCRIPTORS:

- Beginning - beginning to understand and express basic English words and phrases
- Developing - able to understand varying amounts of everyday English
- Expanding - able to understand varying amounts of conversational English and academic language
 - able to use a range of vocabulary to express ideas
 - needs continued support with content language use and vocabulary development
- Consolidating - has little difficulty understanding and communicating ideas in English
 - able to use increasing academic language to express ideas
 - requires support with idiomatic expressions, words with multiple meanings, and abstract academic concepts
- Bridging - approaching grade-level proficiency in English
 - may need support with the nuances of language in specific situations [idioms, humour, and content areas unfamiliar to the student]

Recommendations:

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