

How to Print Student Reports in SilhouetteELAR4

(Windows)

One at a time Printing or Batch Print

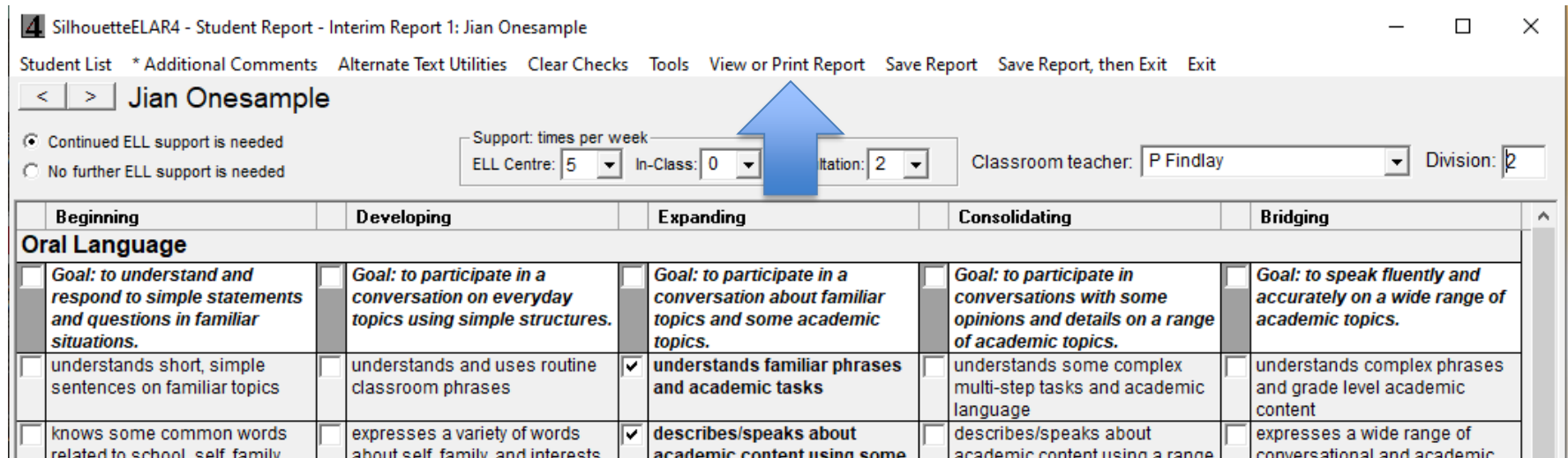
One at a time Printing: You can access the printing section of SilhouetteELAR4 from within each student's report and then print just that student's report

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.



SilhouetteELAR4 - Student Report - Interim Report 1: 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: 5 In-Class: 0 **View or Print Report** Citation: 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	<input type="checkbox"/> expresses a variety of words about self, family, and interests	<input checked="" type="checkbox"/> describes/speaks about academic content using some	<input type="checkbox"/> describes/speaks about academic content using a range	<input type="checkbox"/> expresses a wide range of conversational and academic

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.

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: 9 text.

Student name format:
 Legal+(Used)+Surname
 Legal + Surname
 Used + Surname

Show all 'Areas requiring further attention'

Areas requiring further attention/development:
 pronunciation skills
 answering/asking questions
 reading with fluency
 following oral instructions
 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, learn 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:
During our February goal setting workshops, Jian chose to focus on ways to deepen his learning and have more fun with projects. He is planning to explore passion project ideas and hopes to be able to try doing something in different subjects and formats, as time allows. I am happy to support Jian in his endeavour to

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School District No. 39
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ENGLISH LANGUAGE
ASSESSMENT REPORT
Sardi's Elementary
School Year: 2019 - 2020

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. Alternately, double-click with the left mouse button to zoom in, and double-click with the right mouse button to zoom out.

4 SilhouetteELAR4 - Print ELAR Report: Jian Onesample

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: 9

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 Assessment Report (ELAR): Interim Report - September Jian Onesample
 Support: ELL Centre: 5 times per week Consultation: 2 times per week

Beginning	Developing	Expanding	Consolidating	Bridging
<p>Goal: to understand and respond to simple statements and questions in familiar situations.</p> <p>O understands short, simple sentences on familiar topics</p> <p>R knows some common words related to school, self, family, and greetings</p> <p>A expresses some basic personal information/one-word responses</p> <p>L understands and uses simple memorized phrases</p> <p>I begins to apply basic rules of grammar with teacher modeling and/or repetition</p> <p>N expresses simple sounds in the forms of songs and chants</p> <p>G responds to simple yes/no questions</p> <p>E responds to and uses familiar social greetings and gestures</p> <p>A may be silent and/or respond in home language</p> <p>Goal: to recognize some letters, sounds, and words, and start to make meaning of texts.</p> <p>R begins to connect letters and words to print</p> <p>E recognizes and identifies some common words and sight words</p> <p>A shows an awareness of how print and books work</p> <p>D reads word-by-word with support</p> <p>I understands the main idea of text with visuals and some support to build background</p> <p>N Goal: to write or copy some letters and simple words to communicate.</p> <p>W draws, labels, and copies models</p> <p>R uses mostly common and familiar words; may intersperse home language</p> <p>I writes some basic short sentences/listing of simple and repetitive sentences</p> <p>T organizes some ideas using words or drawings</p> <p>N uses basic nouns, simple present tenses, inventive spelling</p>	<p>Goal: to participate in a conversation on everyday topics using simple structures.</p> <p><input type="checkbox"/> understands and uses routine classroom phrases</p> <p><input type="checkbox"/> expresses a variety of words about self, family, and interests</p> <p><input type="checkbox"/> understands and uses simple and familiar patterned phrases</p> <p><input type="checkbox"/> understands and uses some nouns, pronouns, verbs, and connecting words</p> <p><input type="checkbox"/> applies basic rules of grammar with teacher modeling and/or repetition</p> <p><input type="checkbox"/> uses rhythm in familiar songs and phrases</p> <p><input type="checkbox"/> responds to simple choice questions</p> <p><input type="checkbox"/> responds to common social expressions, cues and slang</p> <p><input type="checkbox"/> watches others and recognizes key words to participate in class activities</p> <p>Goal: to use strategies to read and understand simple words and to make some connections to the text.</p> <p><input type="checkbox"/> recognizes some new words based on common word families and word roots</p> <p><input type="checkbox"/> identifies an increasing number of sight words</p> <p><input type="checkbox"/> understands some common words, content words, and literal meaning of text</p> <p><input type="checkbox"/> reads with some phrasing</p> <p><input type="checkbox"/> makes personal connections to text through words and pictures</p> <p>Goal: to write some familiar vocabulary, and to use short phrases or patterned sentences to communicate.</p> <p><input type="checkbox"/> writes some short phrases and repetitive sentences</p> <p><input checked="" type="checkbox"/> uses some common and subject specific words</p> <p><input checked="" type="checkbox"/> uses simple sentences and some compound sentences</p> <p><input checked="" type="checkbox"/> organizes some ideas using words or drawings</p> <p><input type="checkbox"/> begins to use simple tenses, capitals, periods; spells some familiar words</p>	<p>Goal: to participate in a conversation about familiar topics and some academic topics.</p> <p><input checked="" type="checkbox"/> understands familiar phrases and some tasks</p> <p><input checked="" type="checkbox"/> describes/speaks about academic content using some words and phrases</p> <p><input checked="" type="checkbox"/> understands and uses correct word order</p> <p><input checked="" type="checkbox"/> connects ideas to make short sentences</p> <p><input checked="" type="checkbox"/> applies rules of grammar with support</p> <p><input checked="" type="checkbox"/> uses rhythm and intonation in dependency</p> <p><input checked="" type="checkbox"/> responds to what, when, and who, questions</p> <p><input checked="" type="checkbox"/> responds to common instructions and commands</p> <p><input checked="" type="checkbox"/> expresses simple opinions and reasons to participate in classroom conversations</p> <p>Goal: to use strategies to decode new words, and to make connections between the text and the world.</p> <p><input checked="" type="checkbox"/> transfers knowledge of phonics and meaning to new words</p> <p><input checked="" type="checkbox"/> understands a variety of common words and 'content' words</p> <p><input checked="" type="checkbox"/> understands the purpose of some different kinds of texts, and lists main points</p> <p><input checked="" type="checkbox"/> reads with some attention to punctuation</p> <p><input checked="" type="checkbox"/> summarizes the main ideas of a text and can make some inferences</p> <p>Goal: to use simple vocabulary with some describing words to create simple sentences.</p> <p><input type="checkbox"/> expresses ideas by writing simple sentences, with few supporting related details</p> <p><input type="checkbox"/> uses numerous common and subject-specific words and some descriptive words</p> <p><input type="checkbox"/> uses simple and compound sentences</p> <p><input type="checkbox"/> organizes ideas with drawings/key words/phrases</p> <p><input type="checkbox"/> uses some varied grammatical structures and some accurate spelling</p>	<p>Goal: to participate in conversations with some opinions and details on a range of academic topics.</p> <p><input type="checkbox"/> understands some complex multi-step tasks and academic language</p> <p><input type="checkbox"/> describes/speaks about academic content using a range of words and phrases</p> <p><input type="checkbox"/> understands and uses some negative phrases and subject-verb agreement</p> <p><input type="checkbox"/> connects ideas to make long sentences</p> <p><input type="checkbox"/> applies rules of grammar with increasing accuracy</p> <p><input type="checkbox"/> uses a variety of rhythm and intonation</p> <p><input type="checkbox"/> responds to how, why, and tell me about questions</p> <p><input type="checkbox"/> responds to multi-step instructions and commands</p> <p><input type="checkbox"/> asks for clarification and uses cues in conversations and some academic discussions</p> <p>Goal: to use a variety of strategies to read unfamiliar text and to understand complex words and meanings.</p> <p><input type="checkbox"/> uses a variety of strategies to read unfamiliar words</p> <p><input type="checkbox"/> understands a range of words, including some with several meanings</p> <p><input type="checkbox"/> begins to read a variety of texts with understanding; can locate specific details</p> <p><input type="checkbox"/> reads with some expression and self-corrects for meaning</p> <p><input type="checkbox"/> makes personal connections and connections between different texts</p> <p>Goal: to use a range of vocabulary to make connections and communicate ideas.</p> <p><input type="checkbox"/> expresses ideas to topic, with relevant supporting details</p> <p><input type="checkbox"/> uses a variety of common, academic, subject-specific, and descriptive words</p> <p><input type="checkbox"/> uses compound and complex sentences</p> <p><input type="checkbox"/> writes paragraphs with a sense of beginning, middle, and end</p> <p><input type="checkbox"/> uses a variety of grammatical structures; spells most common words</p>	<p>Goal: to speak fluently and accurately on a wide range of academic topics.</p> <p><input type="checkbox"/> understands complex phrases and grade level academic content</p> <p><input type="checkbox"/> expresses a wide range of conversational and academic words and phrases</p> <p><input type="checkbox"/> uses different words with similar meanings</p> <p><input type="checkbox"/> connects ideas effectively and fluidly using a variety of sentence structures</p> <p><input type="checkbox"/> applies rules of grammar independently</p> <p><input type="checkbox"/> uses natural and appropriate rhythm and intonation</p> <p><input type="checkbox"/> responds to hypothetical or reasoning questions</p> <p><input type="checkbox"/> responds to long or complex directions</p> <p><input type="checkbox"/> uses idioms, cultural language, humour; engages in range of discussions</p> <p>Goal: to use vocabulary knowledge and reading strategies to understand concepts and make strong connections.</p> <p><input type="checkbox"/> uses a wide range of strategies to successfully read long and unknown words</p> <p><input type="checkbox"/> understands wide range of words, including some academic and literary terms</p> <p><input type="checkbox"/> begins to distinguish the purpose and features of a variety of texts</p> <p><input type="checkbox"/> reads smoothly with expression</p> <p><input type="checkbox"/> makes thoughtful connections with self, other texts, and the world.</p> <p>Goal: to use a wide range of vocabulary and to share ideas in an organized and detailed way.</p> <p><input type="checkbox"/> expresses ideas and many specific detail/examples related to purpose</p> <p><input type="checkbox"/> uses a wide variety of academic, subject-specific, and descriptive words</p> <p><input type="checkbox"/> uses a variety of sentences attempting to engage readers</p> <p><input type="checkbox"/> writes paragraphs with clear introduction, middle and conclusion</p> <p><input type="checkbox"/> uses a wide range of grammatical structures; spells challenging words</p>

Printing a Report: ELAR reports are intended to be printed double-sided in **Landscape** format on **Legal (8.5 x 14) paper (note: this is a change from the Letter-sized paper used previously)**. 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.

The image shows a sequence of three windows in the printing process:

- Print Dialog:** The 'General' tab is active. The printer selected is 'HP LaserJet 2420 PCL6 Class Driver'. A blue arrow points from the 'Preferences' button to the 'Printing Preferences' window.
- Printing Preferences:** The 'Paper/Quality' tab is active. The 'Orientation' is set to 'Landscape' and 'Print on Both Sides' is set to 'Flip on Short Edge'. A red box highlights these two settings. A blue arrow points from the 'Advanced...' button to the 'HP LaserJet 2420 PCL6 Class Driver Advanced Options' window.
- HP LaserJet 2420 PCL6 Class Driver Advanced Options:** The 'Paper/Output' section shows 'Paper Size' set to 'Legal'. Other options include 'Color Printing Mode: Monochrome', 'PIN-protected printing: Off', and 'Stapler: None'. A blue arrow points from the 'Print' button in the 'Print' dialog to the 'Print Report' button in the background window.

A large blue arrow at the bottom points to the 'Print Report' button with the text: "When done, click on Print".

Batch Printing

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

SilhouetteELAR 3 - Student Reports

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**

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: 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:

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

Buttons: Printer Settings, Print, Print Current Page, Exit, Check All, Clear All, 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**.

Batch Print Student Reports: ELAR-1920-6 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

2. Print these Reports

Print Current Page

Exit

1. Check the Student Reports to be printed:

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

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.

4 Batch Print Student Reports: ELAR-1920-6 7 Group\Term1
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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:

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

Font size for Additional Comments: text:

Student name format:

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

Show all 'Areas requiring attention':

3. Check Printer Settings

Check All
Clear All

Jian Onesample

Print this report

or Skip this report

or Cancel printing

Print Current Page

Exit

1/2
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Areas requiring further attention/development:

<input checked="" type="checkbox"/> pronunciation skills	<input checked="" type="checkbox"/> proofreading work
<input checked="" type="checkbox"/> answer English questions	<input checked="" type="checkbox"/> writing complete sentences
<input checked="" type="checkbox"/> reading with fluency	<input checked="" type="checkbox"/> writing organized paragraphs
<input checked="" type="checkbox"/> following oral instructions	

VSB

School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE ASSESSMENT REPORT

Sardis Elementary

School Year: 2019 - 2020

Interim Report - September

Student: Jian Onesample

Grade 6 Division 2 Student ID# 11111 111

Classroom teacher: P Findlay
Resource teacher: D. Colpitts

ELL Teacher's signature

Administrator's signature

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

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

<p>WSPA 1</p> <p>reading fluency - need magazines, books, and other types of printed text</p> <p>oral English study skills - need about, read aloud, choral read</p>	<p>HW</p> <p>- join school clubs, learn sports, community centre activities, speak English to friends</p> <p>- set up a consistent time and quiet place to complete homework and to study</p>
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Additional comments:

During our February goal setting workshop, Jian chose to focus on ways to deepen his learning and have more fun with projects. He is planning to explore passion projects and hopes to be able to try doing something in after school subjects and forums, see time allows. I am happy to support Jian in his endeavour to further enrich his learning experience, by helping him to brainstorm ideas or connecting him with others of like interest if he wants to work collaboratively.

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.

DESCRIPTIONS:

Beginning - beginning to understand and respond to basic English words and phrases

Developing - able to understand varying amounts of everyday English

- comprehend simple and concrete vocabulary and sentence structures

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

Fluency - 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)

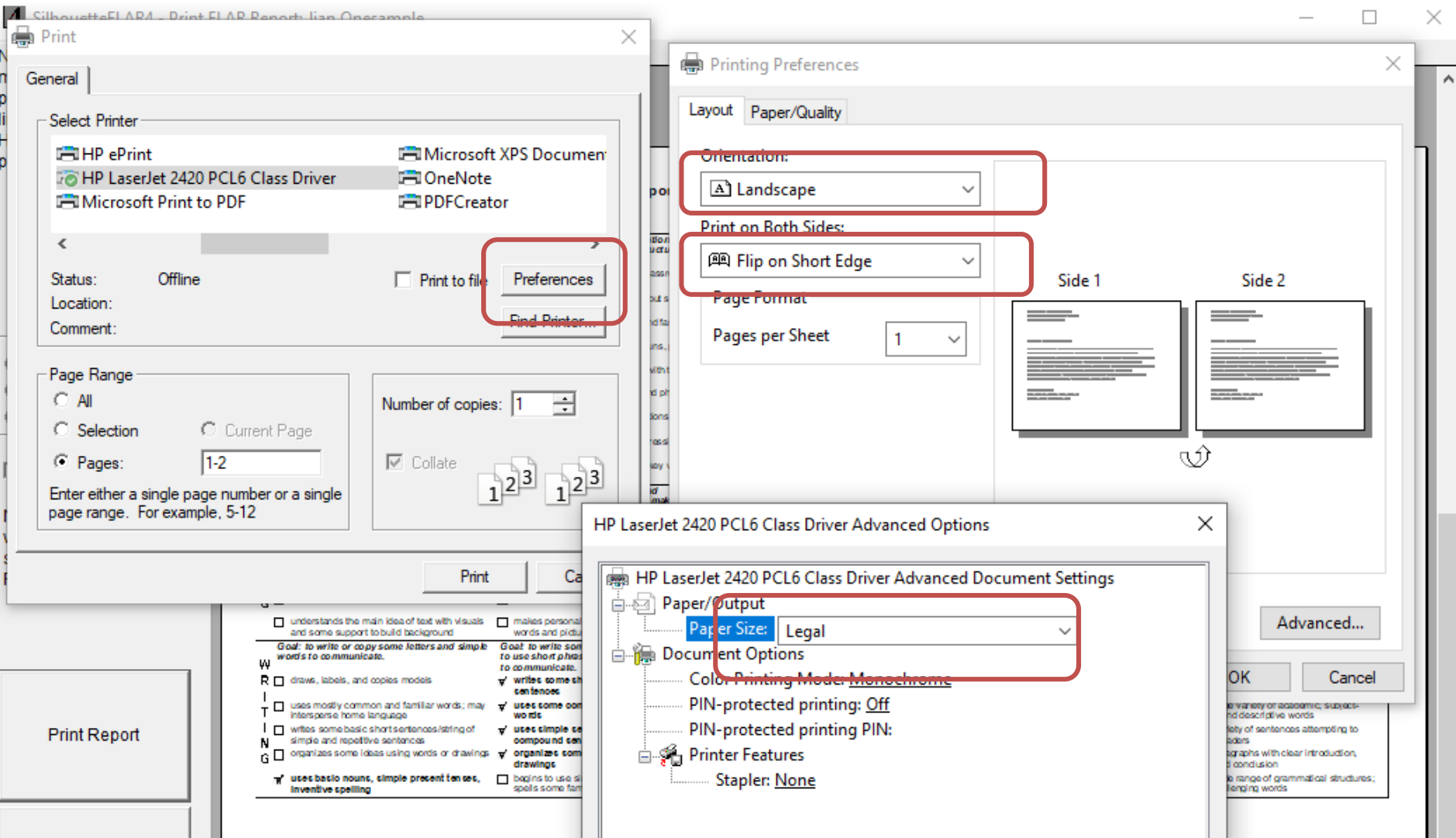
Recommendations:

Continued ELL support is needed

No further ELL support is needed at this time

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

1. Check that the Paper Size is set to **Legal** and the Orientation is set to **Landscape**. These two settings should already have been made by SilhouetteELAR4.
2. Enter **Preferences** (or **Properties**) and in the **Print on Both Sides** dropdown, select **Flip on Short Side**. (Note that there will be differences in the **Preferences** (or **Properties**) display according to the printer model.)



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.

4. Check Printer Settings for this student report.

Font size for Additional Comments text: 9

Student name format:
 Legal+(Used)+Surname
 Legal + Surname
 Used + Surname

Show all 'Areas requiring further attention':

3. Check Printer Settings

Check All Clear All

Jian Onesample

5. Print this report

or Skip this report

or Cancel printing

Print Exit

Batch Print Student Reports: ELAR-1920-6 7 Group\Term 1

1. Check the Student Reports to be printed:

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

Areas requiring further attention/development:

- pronunciation skills
- proofreading work
- answering/asking questions
- writing complete sentences
- reading with fluency
- writing organized paragraphs
- following oral instructions

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, read stories, choral read
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Additional comments:

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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 respond to basic English words and phrases
- Developing** - able to understand varying amounts of everyday English
 - can understand simple text and use basic vocabulary and conventions of structure
- 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 the ability to understand and communicate ideas in English
 - able to use increasing academic language to express ideas
 - requires support with abstract expressions, words with multiple meanings, and abstract academic concepts
- Strategic** - approaching grade-level proficiency in English
 - may need support with the nuances of language in specific situations (jokes, humour, and content areas unfamiliar to the student)

Recommendations:

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

School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE ASSESSMENT REPORT

Sardi's Elementary

School Year: 2019 - 2020

Interim Report - September

Student: Jian Onesample

Grade 6 Division 2 Student ID# 11111 111

Classroom teacher: P Findlay
Resource teacher: D. Colpins

ELL Teacher's signature _____
Administrator's signature _____

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