TCDSB Web Applications
Elementary ELL Companion
USER MANUAL

English Language Learners - JK-8	**2012-2013**
Data Entry of ELL Qualified Students and ESL/ELD Management in the Elementary Provincial Progress/Report Card	**Student Management & Procedure**

USER MANUAL

ELL Companion and the Provincial Elementary Report Cards

Version 5.0 September 2012

Table of Contents

General Overview pg 3

Accessing the ELL Companion in Trillium pg 4

Student Data Entry pg 5

New Students List pg 8

Elementary ELL Student Tracking Form pg 8

- Section A - Student Demographic Information pg 10
- Section B - Special Student Information pg 10
- Section C - ELL Program Descriptors pg 11
- Section D - ELL Program Accommodations, Modifications & Assessment pg 12
- Secondary Placement pg 12
- Section E - Student Strengths, Needs & Next Steps pg 13
- Section F - Mathematics Program pg 13
- Parental/Guardian Signature pg 13

Printing ELL Class Lists pg 14

The Provincial Progress & Report Card Link pg 15

Report Card ESL/ELD Subjects & Check-Boxes pg 17

To Search for Other Students Not Listed pg 18

Help Function pg 19

Elementary ELL Student Tracking Form Template pg 20

General Overview

Elementary ELL OnSIS Qualified Students

All TCDSB **English language learners (ELLs)** should have the following information entered for three data fields in the **ELL Companion** application. This data will need to be completed each year and updated as student status changes throughout the year.

Program Model: Intensive, Tutorial, Integrated, Comprehensive Literacy or Demit
Program Type ESL or ELD: select whichever category is appropriate
ELL Stage/Level : select from stages 1 - 4

The information selected will carry forward to the Elementary Progress & Report Cards for all students who are ESL or ELD qualified. Therefore, it is **imperative** that all TCDSB elementary schools input the required data accurately for all **JK–grade 8 ESL/ELD qualified students** in order for this information to display correctly on the web based report card.

The identification of an English language learner as being at either **Stage/Level 1 or 2** indicates that the curriculum expectations for that student have been **modified** and the student's mark or grade reflects the student's level of achievement in the modified program. In such cases, the **ESL/ELD box** will be checked on the student's Progress and Report Cards for the following subjects: **Language (each strand for Provincial Report), Mathematics (each strand for Provincial Report), Science and Technology, and Social Studies (Geography and History for Grades 7 and 8)**. As well, the following statement appears on each report (located within each progress and report card. Teachers do not have to type it in):

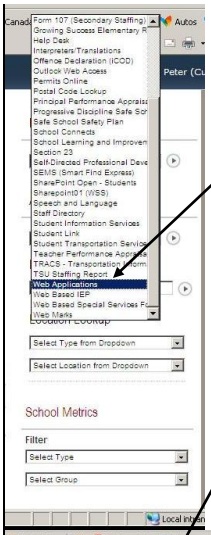
Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

The identification of an ELL as being at either **Stage/Level 3 or 4** indicates that the curriculum expectations for the ELL student have been **accommodated** only. In such cases, students will ***not*** have the ESL/ELD boxes checked in any subject.

The default then will check the ESL/ELD boxes for stage/level 1 & 2 ELLs but not for stage/level 3 & 4 ELL students. Teachers always have the option to add or delete the ESL/ELD check boxes for any student manually. See the section **Report Card ESL/ELD Subjects** tab for more information.

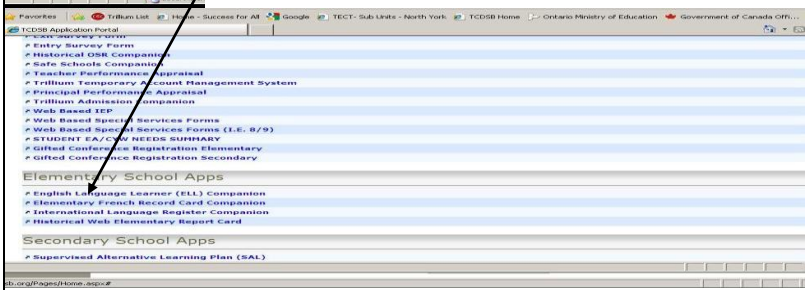
Accessing the English Language Learner (ELL) Companion in Trillium

Access the **Intranet Web Applications** via your Elementary teacher link, or simply enter '**Intranet**" in the "address bar" at the top of the screen.

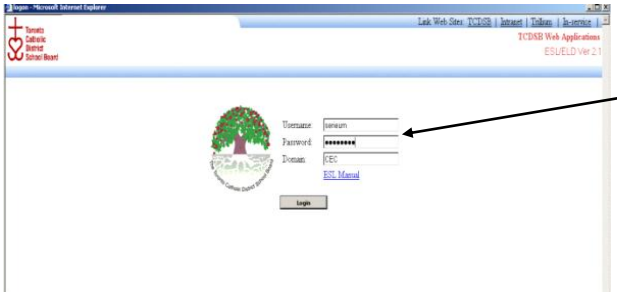


Under **Applications** on the right, select **Web Applications** and click the triangle**.**

Under **Elementary School Apps,** click on the **English Language Learner (ELL) Companion.**

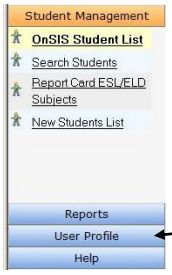


***Note**: The system displays a "Login" screen for the application. If you do not have access, you need to call or email the "Help Desk" for permission. Refer to the following for "Help Desk" contact information. Always contact "Help Desk" if and when you change your UserID or roster of schools.*



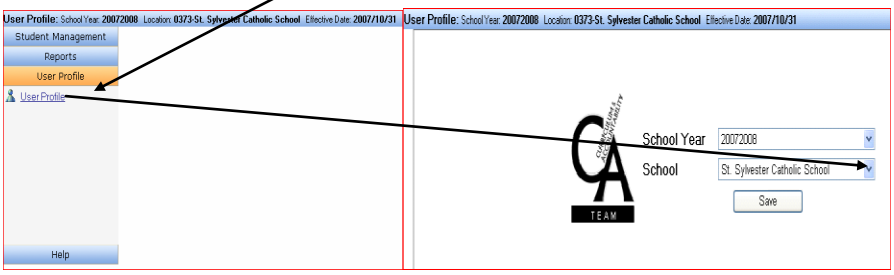
Enter your User ID and your Password and click **Login.**

If your Login is successful, the **Elementary ELL Companion** application menu is displayed. **If access is denied please contact the Help Desk (helpdesk@tcdsb.org or ext. 4357) to request access.**



Check the year, and if you teach ESL/ELD in more than one school remember to change your location in **User Profile.**

- To change your **User Profile** (School, Year or effective date), click on **User Profile** tab as indicated in the diagrams. It may be useful to use previous years' dates to access older ESL/ELD Forms.



Student Data Entry

The ELL Students List contains all JK-8 students in your school who meet the Ministry criteria for English Language Learners (currently, foreign-born and arrived within the past 6 years to Canada. Although ELLs are only funded for 4 years, the ministry recognizes that many other English language learners may require focused educational supports for longer. *English Language Learners Policies and Procedures, K-12, 2007, Section 2.8.1, p. 8.*

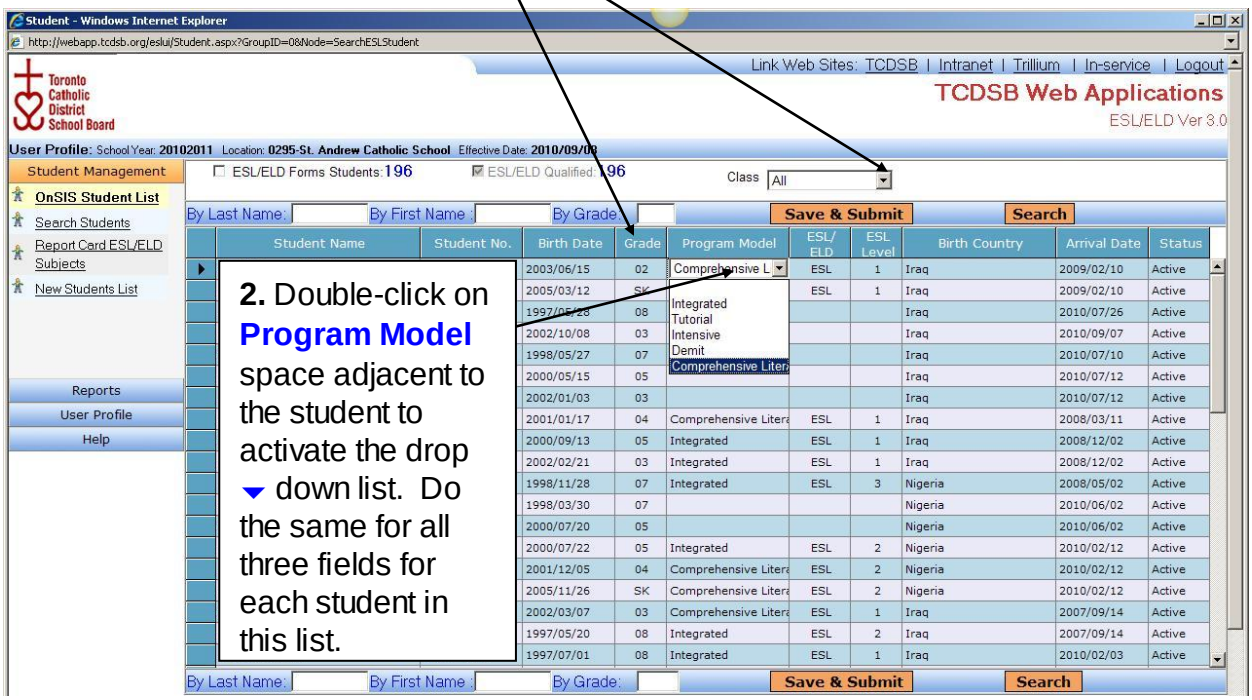
Under **Student Management**, click the **OnSIS Student List.** You must enter/select the **Program Model** (Intensive, Tutorial, Integrated or Comprehensive Literacy), **Program Type** (ESL or ELD) and **Program Stage/Level** (1, 2, 3, or 4) for all of these **ELL Students.** All 3 fields must be completed before the program will allow you to **Save & Submit**, otherwise the application will flag this as an error and the data will not be saved. All English Language Learners (ELLs) should be assessed as to their English proficiency level and appropriate Program Model prior to entering the information. This information may be obtained from the elementary assessment instrument materials available from the ministry Step program from the ELL Department.

ELL Students are defined by the Ministry. See **Elementary ELL Student Tracking Form pgs 8-9** for more specific details.

1. Click **OnSIS Student List** under Student Management.

If any ELL students do not appear under this list (such as Canadian born ELLs), refer to page 18 on how to locate and report on them using the **Search Students** tab.

Teachers can sort by Class, or any other tab along the top by clicking here.

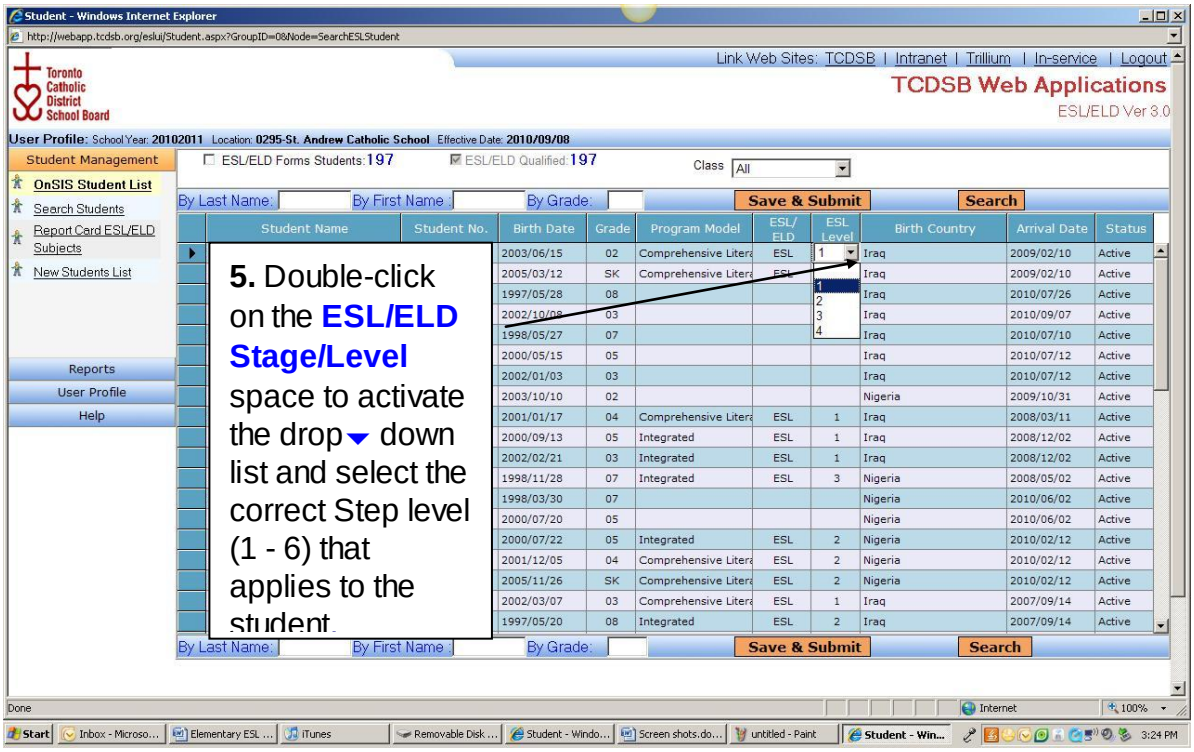


2. Double-click on **Program Model** space adjacent to the student to activate the drop ▼ down list. Do the same for all three fields for each student in this list.

3. **Program Model** - Select the applicable program (Intensive, Tutorial, Integrated, Comprehensive Literacy or Demit) for the student. Please refer to the Elementary ESL/ELD Curriculum, 2008 for program models, page 39. **Note: All primary ELL students from JK to Grade 3 should be categorized under the 'Comprehensive Literacy' (formerly Balanced Literacy) program model.** While not specifically defined in ministry literature, most ELLs would follow these guidelines: **Intensive** for

Stage/Level 1-2 students, **Tutorial** for Stage/Level 2-3 students, and **Integrated** for Stage/Level 3-4 students. We would not normally use **Demit** for an ELL student unless they have moved or are 'Inactive'; see page 16 for more details.

4. **Program Type**- Double-click on the **ESL/ELD** space to activate the drop down list and select either **ESL** or **ELD** whichever applies to the student. For more information on the two programs consult the Elementary ESL/ELD Curriculum.



Note:
Remember to repeat this procedure for *all* ELLs on the **OnSIS Student List**.

6. Verify that you have all 3 entries for each ELL student, and when complete click the **Save &Submit** button to save and input the data. **Save &Submit after each student! The application will return an error message if any field is not complete and will not allow saving for multiple students – do each student separately.** This information then feeds into Trillium and the Report Card application.

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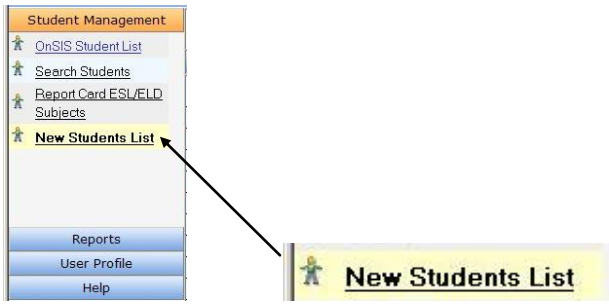
Note: To access other English language learners (such as Canadian-born students) you must use the Search Students tab. See page 18 for details.

New Students List



Clicking on this tab will list all eligible ELL students that are new, or ***have not*** already been assigned:

1. **Program Model** (Integrated, Intensive, Tutorial, Comprehensive Literacy, Demit)
2. **Program Type** (either ESL or ELD)
3. **Program Stage/Level** of English language proficiency (levels 1-4)

School administrators should ensure all students in the **OnSIS Student List** have these three fields updated correctly and completely by **January each year.** This is crucial to help justify appropriate staffing allocations for ELL teachers at schools.

Enter information for each student separately. Once these 3 fields are complete for all ELL listed students, the information is automatically updated into Trillium and the Progress/Report Card system. To add or delete the ESL/ELD check boxes ☑ on the Report Cards refer to the **Report Card ESL/ELD Subjects & Check-Boxes** further in this manual.

Elementary ELL Student Tracking Form

If any of these ELL listed students *do not* receive ESL/ELD programming then it is *not necessary* to complete the Elementary ELL Student Tracking Form, *only the three essential fields for these students*. Changes can be done at any time during the year if student information changes.

The English Language Learners (ELL) Program Policies and Procedures K-12 document (http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf) stipulates that all qualified ESL/ESD students must be tracked and reported upon each year. This helps inform the Ministry through the board's annual OnSIS report, and helps provide TCDSB with information regarding appropriate staff weighting for future ELL teacher allocations.

Who is on the ELL Student List? **Under Ministry regulations, all elementary school-age children in the province from JK to grade 8 who meet the following criteria would be considered 'qualified' as English As a Second Language or English Literacy Development program students and the board would receive the appropriate funding:**

1. Students born in a non-English speaking country;
2. Students who have recently arrived in Canada (within the past 5 years, currently **students who have arrived since September 1, 2007** will appear on the list);
3. Students whose Registration data has been correctly entered into the Trillium system by the school secretary.

English language learners such as Canadian-born students who speak another language at home are not found on this list, however, they should *not* be disqualified from receiving support in either the ESL or ELD program if they are deemed to require it. ***Students such as these may need focused English language support in an ESL or ELD program. Schools should ensure the ELL teacher therefore includes them in the program, and for tracking purposes uses the Search Students tab in the ELL Companion to report upon their progress. See page 17 for how to locate and report on these students.***

How and when do I use the ELL Student Tracking form?

ELL teachers, school administrators or designated staff where ELL teachers are not located, should record and track ELL student progress on the **Elementary ELL Student Tracking Form**. If any ELL listed students *do not* receive direct ESL/ELD programming then it is ***not necessary*** to complete the Elementary ELL Student Tracking Form; *only the three essential fields for each of these students on the* ***ELL Student List*****.** Changes can be done at any time during the year if student information changes.

This form is to be completed at the **beginning** of the school year after each English language learner has been assessed as to their proficiency in English. (See the ELL Department for these assessments). As well, the form is to be completed at the **end** of the school year for an **Annual Review meeting** between the ELL teacher and a school administrator. The form should also be **updated throughout** the year if changes in student status occur.

A final version of the form should be included in each student's OSR at the end of June. This form is to be completed for each English language learner who receives instruction in an ESL and/or ELD program. It is to be done in addition to the student Report card. ***It is also advisable that ELL teachers save an electronic copy of each completed form labelled by student name in a separate ELL file labelled for each year.***

Please note that TCDSB practice is typically to provide ESL or ELD program support to students in grades 4 to 8 in elementary school. This is due to the level of support currently available to help develop primary student literacy through the **Comprehensive Literacy**

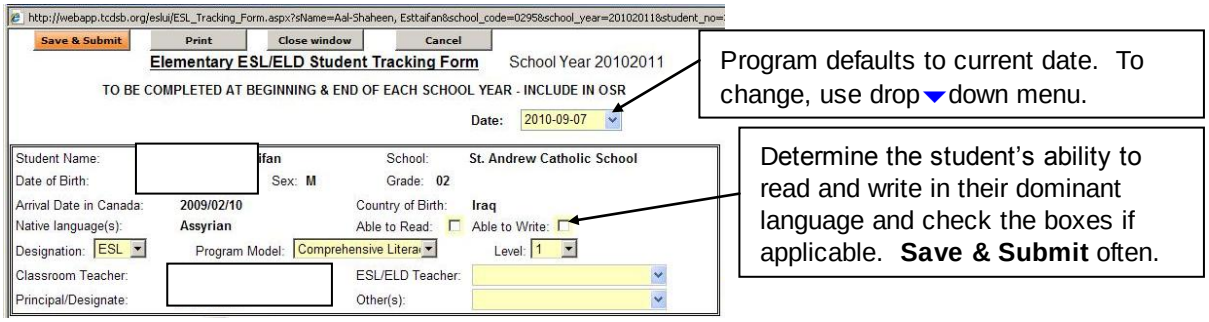
(formerly the Balanced Literacy) program. If you have any questions in this regards, please contact your school's Literacy Resource Teacher.

The tracking form is **dynamic** - text boxes will expand as needed, so the form may change in length as information is input. When printing, the form may print out over several pages. Many boxes contain drop▼down menu items to help teachers in selecting the appropriate comments for each student's program. Teachers always have the option to modify, delete parts, or simply add your own comments within the boxes. Spell Check is also enabled to ensure accuracy.

Section A Student Demographic Information

When the school secretary inputs each ELL student's registration information into Trillium, it will automatically feed into this form as well as the student progress/report card. It is crucial that ELL teachers check this information to ensure its accuracy which can help avoid later corrections to the system. **Only the school secretary may access Trillium if changes are needed to student information.**

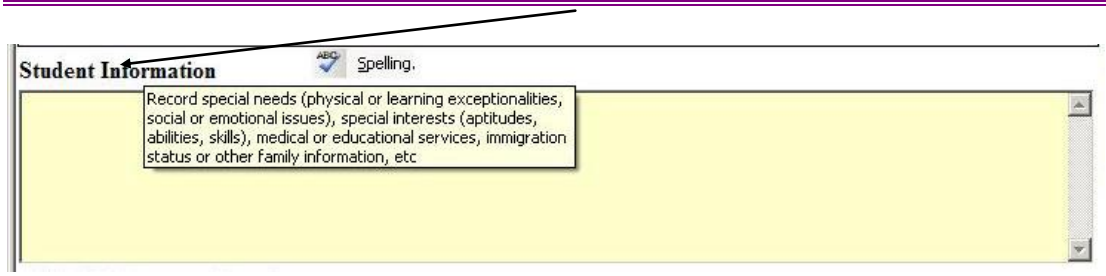
Date defaults to today's current date when you open the application to denote when data was entered onto the form, although date may be changed using the drop▼down menu. There are also two other drop▼down menu buttons, one to note the **ELL Teacher** and the other for any **Other Teachers** who are responsible for student programming, for instance the Special Education teacher if the student has an IEP. ELL teachers will also need to determine the student's ability to **Read** and **Write** in their Native Language(s) and check the appropriate boxes if applicable. A sample of student writing in first language may be obtained for inclusion in the student's OSR.



Section B Special Student Information

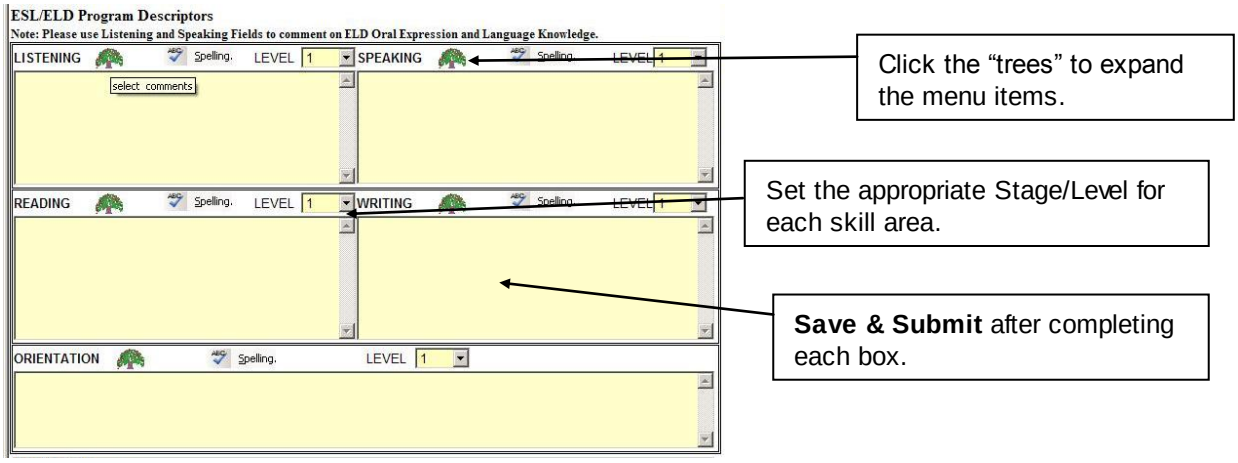
This section of the form is reserved for any information pertinent to the student's academic or social success in school. It is important to note any special student needs, interests or relevant personal or family information. Remember, only you as ESL/ELD teacher and your administrator can access these forms so all information is strictly confidential. There is a maximum of 5000 characters and Spell Check.

'Mouse-over' the title to view content instructions. **Save & Submit** after each entry.

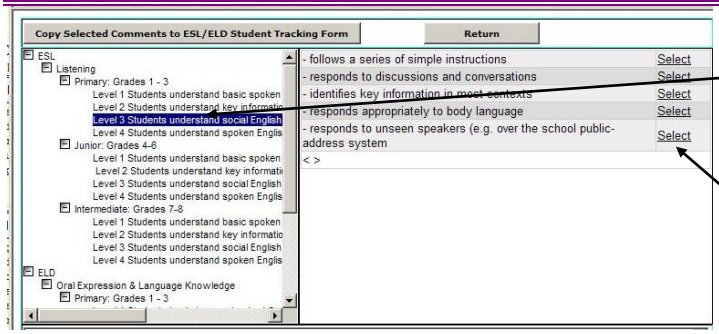


Section C ESL/ELD Program Descriptors

These descriptors are all taken from the Ministry document ***Supporting English Language Learners Grs 1-8*** in the areas of **Speaking, Listening, Reading**, **Writing** and **Orientation**. All descriptors will input with a simple point-and-click from the drop▾down menu button. Select those that are most appropriate to the student's ESL/ELD program. Remember, these descriptors mirror those of the Report Card to indicate the nature and extent of the program adaptations, so it is important to ensure accuracy and continuity between the two reporting systems.



Teachers reporting on **ELD students** should use the **Oral** field to comment on **ELD Oral Expression and Language Knowledge**. Any supported Kindergarten students would need comments to be manually input for each box in this section. There is a maximum of 240 characters within each box and Spell Check.

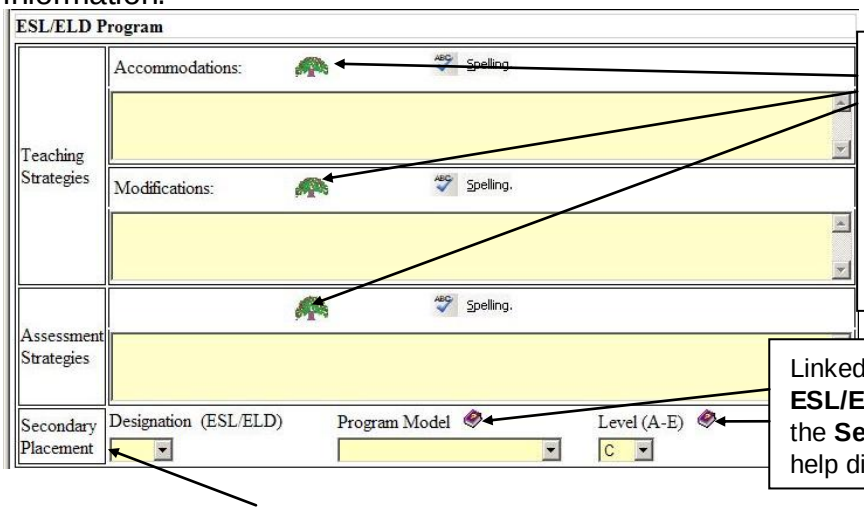


Click the level under the appropriate division to drop down the descriptors, then click '**Select**' to copy each descriptor comment into the Form. when complete, click the **"Copy Selected Comments…"** bar above to add the comments into the box. Do the same for each of the 5 skill areas. **Save & Submit** after completing the box for each skill area.

Section D ESL/ELD Program Accommodation, Modification & Assessment Strategies

This box details teaching strategies appropriate for this each students' ESL/ELD program. Students in *Stage/Levels 1 and 2* would require **program modifications** to be noted, while all students including those in *Stage/Levels 3 and 4* should have suitable comments noted regarding **program accommodations.** All students should have a description of the most appropriate assessment strategies noted for them as well. All descriptors can be input by pointing-and-clicking from the drop▼down menu button and copying to the Tracking Form. Teachers may alter, delete, or add to these comment boxes as well. There is a maximum of 2000 characters within each box with Spell Check.

Please note that only students in the ESL/ELD program at Stage/Levels 1 or 2 will have the check boxes☑ highlighted for the major subject areas. Please review the section on **Report Card ESL/ELD Subjects & Check-Boxes** further in this manual for more information.



Select the appropriate accommodations or modification using the "trees" as required, then select suitable assessment strategies from the drop▼down menu as well. **Save & Submit** after each box.

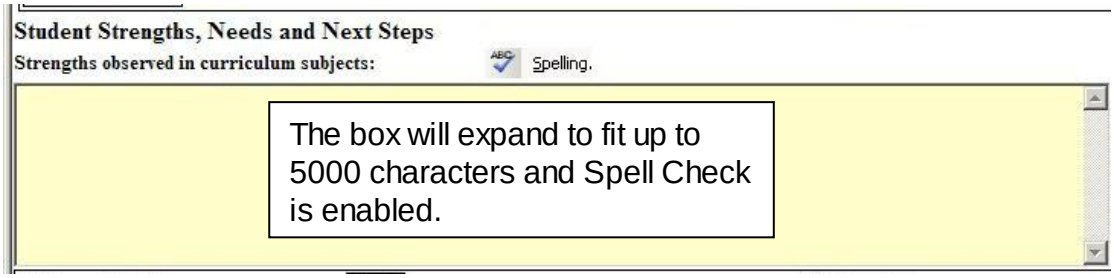
Linked here are the **Secondary ESL/ELD Curriculum Document** and the **Secondary Information Guide** to help direct teachers in the meetings.

Secondary Placement – This section is intended for the **Exchange of Information** meeting that takes place each spring between elementary and secondary teachers to discuss Grade 8 ELL student needs and appropriate secondary placement. Teachers should complete this prior to the Review meeting, selecting **Designation** (ESL or ELD),

Program Model (Intensive, Partial, Tutorial, or Demit), and **Course Level** (A-E). Teachers are advised to first review the secondary ESL/ELD curriculum at: http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf for more information, and see the Secondary Information Guide (available in **Help** for printing). **Save & Submit** for each student after completing this section.

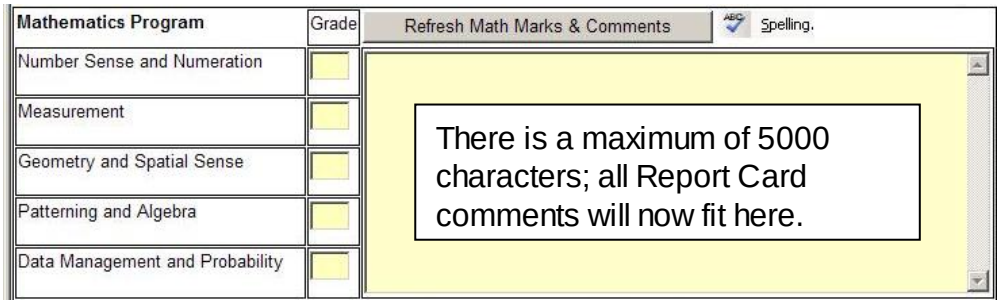
Section E Student Strengths, Needs & Next Steps

This section is intended to be completed **at June end** and is primarily for classroom teachers to note any student attributes that merit programming considerations. These could include recording any demonstrated strengths the student exhibits, perceived needs, and suggested next steps for more effective instruction or assessment. The ELL teacher will need to contact the classroom teachers of all students that they support to gather this information before the end of June and then *manually* input it (that is, key it in).



Section F Mathematics Program

This area of the form will automatically fill in all mathematics grades/marks and comments from the latest term of the student Report Card. ELL teachers may "Refresh" with the latest recorded information if required (from the previous term or year) using the **Refresh Math Marks and Comments** button.



Parental/Guardian Signature

While the need for ongoing communication with parents/guardians is critical especially in the ESL/ELD program, schools are not required to divulge any of the information contained in the **ELL Student Tracking Form** as per regulations 2.8.1 and 2.8.4 of the **ELL Policies and Procedures** document. Administrators may, however, request a parental/guardian

signature to indicate that the parents or guardians have been advised of the contents of the form if they so wish. This is especially relevant if the administrator wishes to have an end-of-year **Review Meeting** involving the ELL teacher and with the parent/guardians' involvement. We do not need parental permission in order to program for ELL students, however, parents/guardians are expected to be advised of appropriate program modifications in place through regular reporting. Parent/Guardian Signature appears when the form is printed.

After saving and submitting the completed form, ELL teachers are advised to save an electronic copy in an appropriately named ELL school file.

Printing ELL Class Lists

ELL teachers have the option of printing two student lists from the Companion:
All ESL/ELD OnSIS Student List (up to 4 years) – This includes all 'qualified' ESL/ELD students in the school who must be reported to the Ministry through OnSIS, although it is understood that not all of these student need or necessarily receive ESL/ELD program support.
All OnSIS ESL/ELD Student List (up to 6 years) – Suitable for purposes of identifying and tracking English language learners who may benefit from extra accommodations in the regular program, but especially useful for ELLs taking the secondary schools' Literacy test, the OSSLT.
All ESL/ELD Forms Student List – These are the students who the ESL/ELD teacher actually supports and records progress on and is usually determined after the initial assessment of all potential English language learners. It is not required that all students be OnSIS qualified in order to receive support.

In order to print out either of these class lists, first click the **Reports** tab. Then choose the format of the list you require, either in **Adobe PDF** form (non-changeable) or **Microsoft Excel** (spreadsheet form). These lists are not changeable while open in the **Reports** tab.

- ***Note: If you receive a message, "pop up may be blocked by Google tool bar", hold down the Ctrl key while clicking on the list name again.***

Click the format required, select the list you need, then click **Print** under **File**. It may be beneficial to **Save** a copy of the list each term for your records as well.

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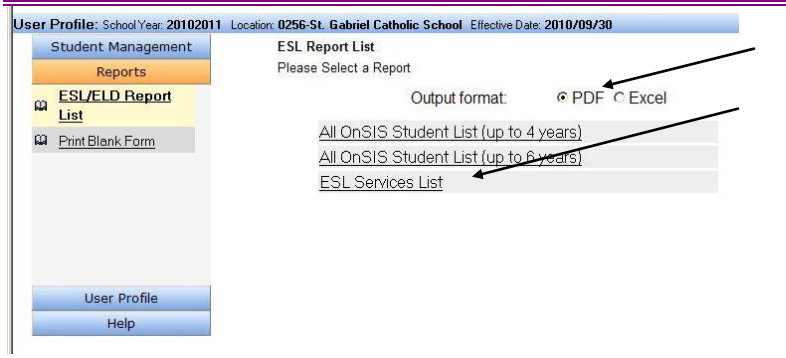


The Provincial Progress & Report Card Link

The ELL Companion has been revised to reflect Ministry of Education Policy, as outlined in section 2.8.2 in the ***ELL Policies and Procedures*** document, regarding when to check off the ESL/ESD box on the newly revised Provincial report card.

The following statement comes from page 27 of the document (available at)**:**
http://www.edu.gov.on.ca/eng/document/esleldprograms/esleldprograms.pdf

2.8.2 **When learning expectations are modified for English language learners, evaluation will be based on the documented modified expectations. This will be noted on the report card and explained to parents.**

Teachers will indicate, using the appropriate box on the report card, when modifications to curriculum expectations have been made to address the ESL or ELD needs of English language learners.

In completing the report card, teachers *do not* check the modification box to indicate:

- that the student is participating in ESL or ELD programs or courses; or
- that accommodations have been provided (e.g., extra time to complete assignments, access to a bilingual dictionary, opportunities to work in the student's first language).

In grades 1-8, the identification of a student as being at either **Stage/Level 1 or 2** indicates that the curriculum expectations for the **ELL** student have been **modified** and the student's mark or grade reflects the student's level of achievement in the modified program. In such cases, the **ESL/ELD box** will be checked on the student's Progress and Report Cards for the following subjects: **Language (each strand for Provincial reports), Mathematics (each strand for Provincial reports), Science and Technology, and Social Studies (Geography and History for Grades 7 and 8)**. As well, the following statement appears

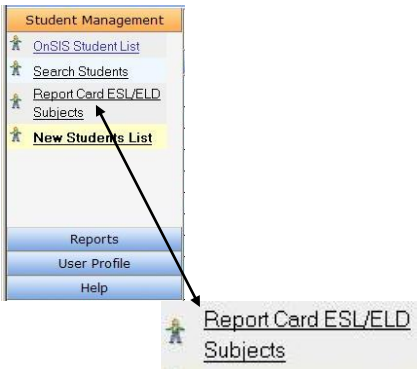
on each report (located within each progress and report card. Teachers do not have to type it in):

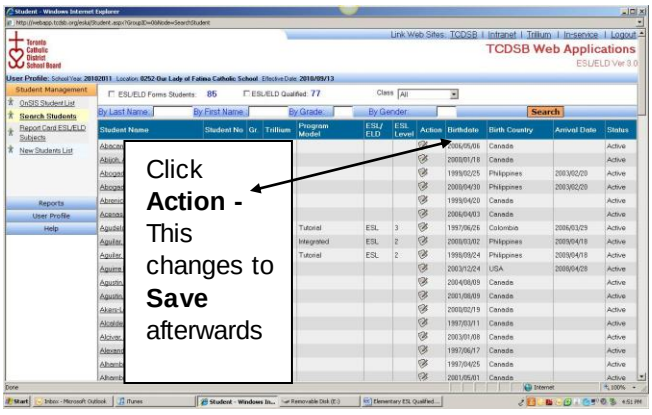
Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

Information should be noted on the report indicating the nature and extent of the program adaptations. In grades 1-8, the identification of a student as being at either **Stage/Level 3 or 4** indicates that the curriculum expectations for the **ESL/ELD** student have been **accommodated** only. In such cases, students will ***not*** have the ESL/ELD box checked in any subject.

*** These check boxes may be manually changed in individual cases, where warranted, through the Report Card ESL/ELD Subjects tab (see following).**
*** Note that any ELL student who has their Program Model listed as *Demit* will not have any indicator box checked; however teachers are advised to avoid demitting any student as this may affect the ELL teacher allocations. Contact the ELL Department for further further details.**

Report Card ESL/ELD Subjects and Check-Boxes

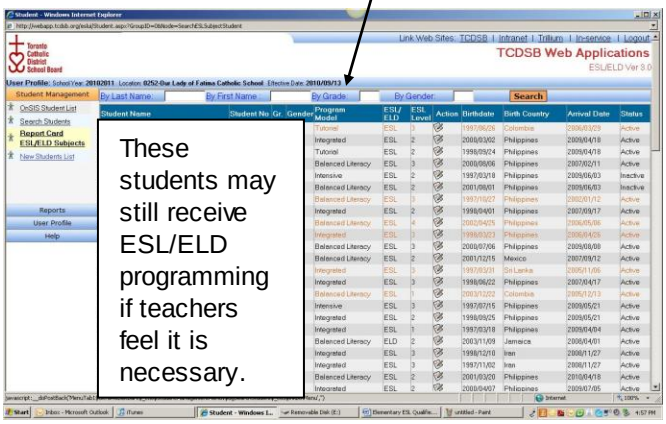




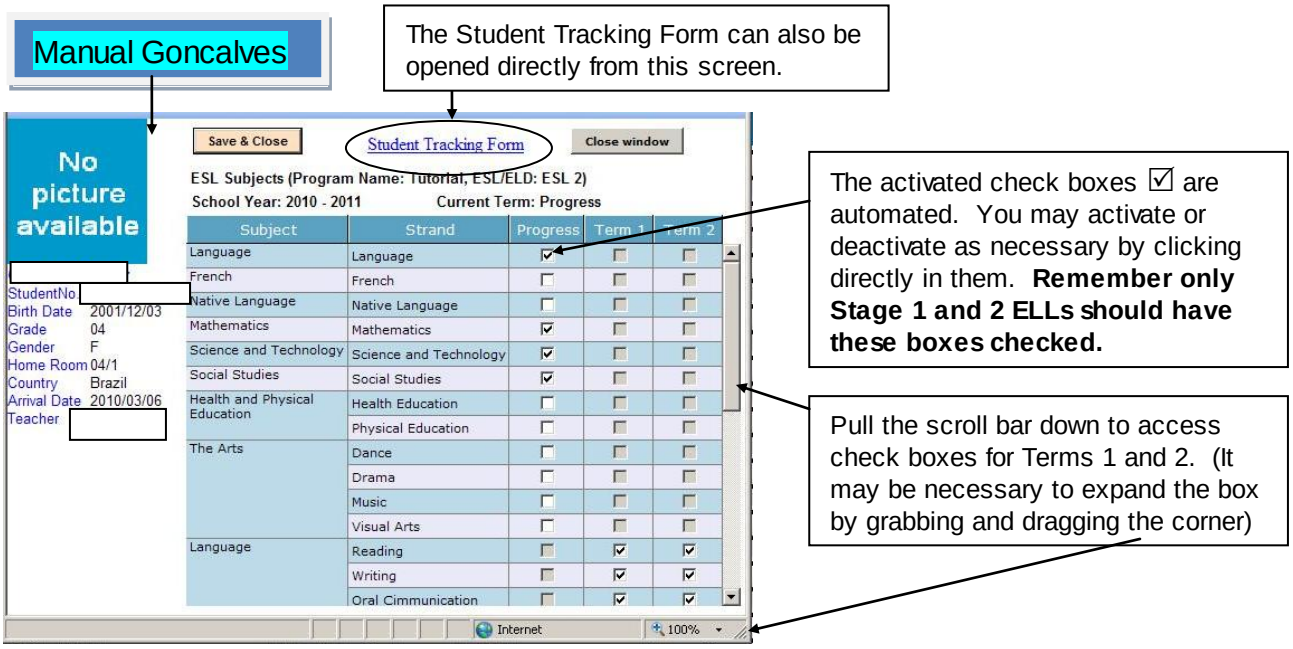
After logging into the ELL Companion click on this link (**under Student Management)** to access student information for **Report Card ESL/ELD Subjects** check-box changes. By clicking on the icon under **Action** for any student, teachers can access a drop▾down menu to make any necessary changes to a student's Program Model, ESL/ELD

designation and/or ESL/ELD Step Level. Always **Save & Submit** any changes **after each student.**

Students highlighted in **orange** are simply to indicate that they are outside the funding period of four years. They are still entitled to receive ESL and/or ELD program support if required, and if so would need their **ELL Student Tracking Forms** completed.



To check on or change individual student information pertaining to the Report Card check boxes, when in the **Report Card ESL/ELD Subjects** view, click on a student's name to access their information, as illustrated on the screen following:



All English Language learners (whether qualified or non-qualified) who are designated as either a **Stage/Level 1 or 2** will default to receiving a check mark ☑ for each report in **Language (each strand for Provincial reports), Mathematics (each strand for Provincial reports), Science and Technology, and Social Studies** (**Geography and History for Grades 7 and 8**). The ESL/ELD indicator boxes will be checked and the Ministry statement pertaining to program modifications will apply (already located on each of the progress and provincial report cards).

The indicator check box can be removed or added for any subject by clicking on the appropriate check box☑.

Once a student's level is initially recorded, this will be the default rule for populating the report card; any changes made to the student's level ***after the Progress Report*** will not be automatically reflected in subsequent reports. Therefore, completing this task early in the school year will ensure all of the students reports are accurate and will avoid having to make corrections in later report cards.Once you enter data for an ELL student through **Report Card ESL/ELD Subjects** tab, the student can always be found again in the same list, and the student's **ELL Student Tracking Form** can be opened in this view. Non 'qualified' ELLs can be found using **Search** and once information is recorded for them their name will appear on the **ELL Student List.**.

To Search For Any Other Student Not Listed

To access any other student not found in the **OnSIS Student List**, users must use the **Search Students** tab.

To Search, you have three options shown below:

1. Enter Student Last Name: you need only the **first few letters of the last name**.

OR

2. Enter Student First Name: you need only the **first few letters of the first name**.

OR

3. Enter any Grade: you need to include the two-digit grade (**04, 05, 06, etc**.)

4. Click on

; when the search returns, click on the correct student's name and follow the instructions from the previous section **Report Card ESL/ELD Subjects**

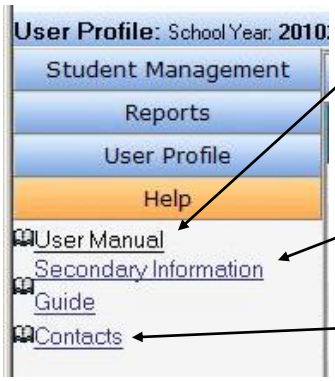
Check-Boxes, or see **Student Data Entry** for inputting the three essential fields for ELL reporting purposes.

6. If the student's name has not appeared, check for correct spelling or check if the student is registered in Trillium with a different last name.

7. Even if you have previously entered data on an ESL/ELD student, you will still have to access the student's name through the **Search** function if you wish to update information on the **OnSIS Student Tracking Form**.

8. In order to have any changes you've made in the **ELL Companion** (ESL/ELD Check-boxes, level, etc) reflected in the student's **Progress** or **Report Card** immediately, please have your Report Card administrator go to **School Setup**, **Student Information** while in the Progress/Report Card application. Click on the **Grade**, then select the **Student**. Use the green arrows to input the name onto the right hand side and simply click **Refresh Students Information** button. When the **Progress/Report Card** is opened the new information will be present.

Help Function



Use **Help** tab to access a copy of this User Manual or to find contact information for the web application.

See the **Secondary Information Guide** for important information on secondary levels and placement.

If you have any trouble with the ELL Companion application, contact the Help Desk at (helpdesk@tcdsb.org) or 416 222-8282 extension 4357.

Elementary ELL Student Tracking Form

The next two pages outlines the Elementary ELL Student Tracking Form all ELL teachers are responsible for completing for each student receiving support in an ESL and/or ELD program.

Elementary ELL Student Tracking Form

TO BE COMPLETED AT BEGINNING & END OF EACH SCHOOL YEAR - INCLUDE IN OSR

School			Date	
Student Name		Sex	DOB	Grade
Arrival Date in Canada			Country of Birth	
Native Language(s)	Reading in L1 **Y/N**		Writing in L1 **Y/N**	
Designation **(ESL or ELD)**	Program Model		Stage **(1-4)**	
Classroom Teacher			ELL Teacher	
Principal/Designate			Other(s)	

Student Information

Record special needs (physical or learning exceptionalities, social or emotional issues), special interests (aptitudes, abilities, skills), medical or educational services, immigration status or other family information, etc

ESL/ELD Program Descriptors

Listening	Stage	Speaking	Stage
Reading		Writing	
Oral	Stage		

Please note: The ESL or ELD box will be checked on the student progress and report card in cases where *modifications only* have been made to grade expectations in each subject and/or strand. ***Stage 1 or 2*** will denote modifications are in place. The following statement will appear at the end of each Progress and Provincial report card:

Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.

ELL Program Teaching Strategies

Accommodations (Note: *All* students are entitled to program accommodations)	*"The student may benefit from the following program accommodations:"*
Modifications(Note: Must be reported upon in the Student Report Card)	*"The student may benefit from the following program modifications:"*
Assessment Strategies	*"The student may benefit from the following assessment strategies:"*
Secondary placement	*"Recommended Secondary ESL/ELD course placement:" Includes suggested Program Model* Designation **(ESL or ELD)** Program Model, Level **(A-E)**

Student Strengths, Needs and Next Steps

ESL Teacher comments plus contributions from other teachers

Mathematics Program

	Grade	
Number Sense & Numeration		
Measurement		
Geometry & Spatial Sense		
Patterning & Algebra		
Data Management & Probability		

Parent/Guardian Signature:_____ Date:_____