



KINDERGARTEN PROGRESS REPORTS

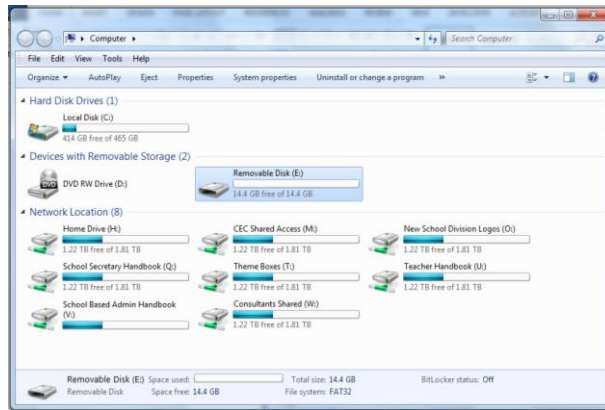
Support document
November, 2016

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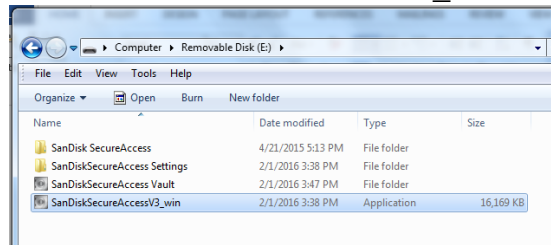
1. To Create Progress Reports for your Class

Home

- Click Start, My Computer and double-click the Removable Disk (E:) icon.



- Then double-click the SanDiskSecureAccessV3_win file name

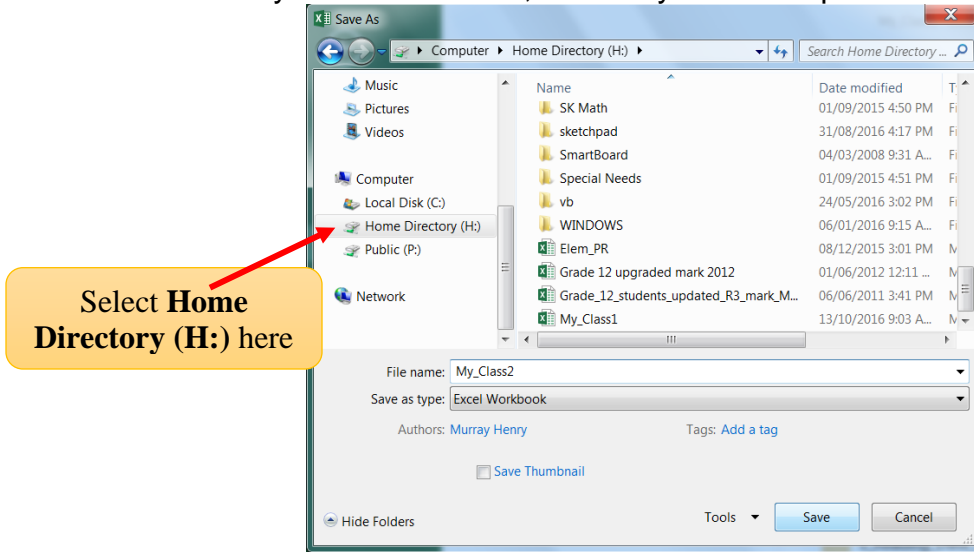


- It will then prompt you to enter your password (the password is **C@tholic118**)
- In your vault you will see the template files, one for English, and one for French.
- Chose the template file you need, you will be able to create all your progress reports in one file. **Use a separate file for each class you teach**
- Double-click to open the template file.

There is some information that needs to be entered into the **Class_info** page

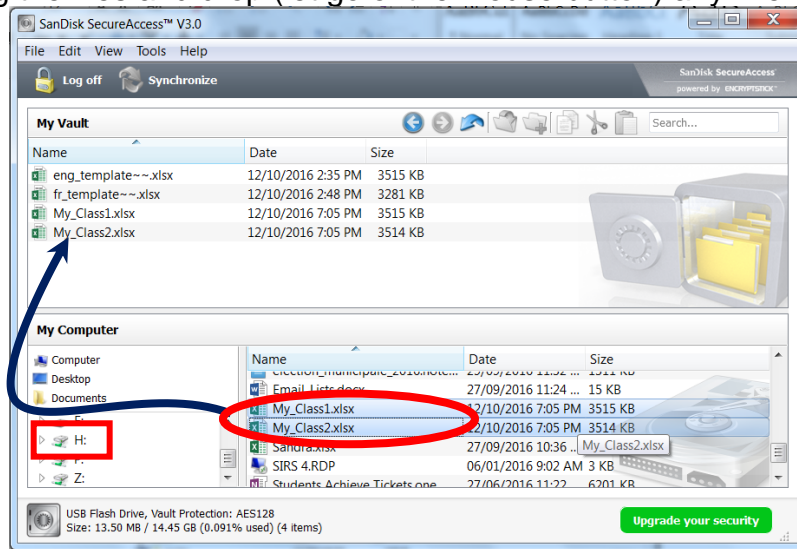
A screenshot of an Excel spreadsheet titled 'Kindergarten Progress report'. The spreadsheet has columns A through J and rows 1 through 22. Row 1 contains 'Kindergarten Progress report'. Row 3 contains 'School: École St. Anne School'. Row 4 contains 'Teacher: Lindsay'. Row 5 contains 'Year end date: *' with a note '*only needed at the end of the year'. Row 7 contains 'LastName, FirstName'. Rows 8 through 22 are labeled 'Student 1' through 'Student 15'. The spreadsheet has tabs at the bottom labeled 'Class_info', 'Student_1', 'Student_2', 'Student_3', 'Student_4', 'Student_5', 'Student_6', 'Student_7', 'Student_8', and '\$...'. There are three callout boxes: a green one pointing to the school and teacher information, an orange one pointing to the student names, and a blue one pointing to the 'Class_info' tab. A blue text box on the right contains instructions: '* Fill in this page with your name and the student names and select your school from the drop down menu.', '* The year end date is only needed in June for the final progress report.', '* Then go through each student progress report in the tabs below.', and '* When you are finished, you can select to'.

- When this information is setup you may want to save your file (for this example I'll use My_Class1 and My_Class2). The tricky part is that you are unable to save a new file directly to the secure section of the jump drive. It is best to save the files to your drive H:\ first, then they can be copied over to the secure section.



2. To save your files in the secure section of the jump drive:

- Enter your password to open your vault. Look in the **h:** section of the SecureAccess window that is open to find your **my_class** files. Then we click and drag the files and drop (let go of the mouse button) anywhere in the vault.

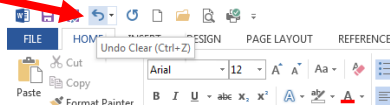


- Check if the files are there, then you can close the vault program.

3. Entering information into report cards

Home

- To open the folder containing the report cards, click Start, My computer.
- Double-click Removable drive(E:)
- Double-click the SanDiskSecureAccessV3_win file name and enter your password to open your vault
- Open the report cards by double-clicking the name of the class file.
- Enter in the student's information and advance through each section by clicking the mouse button into each new section. If you make a mistake, just select undo from the toolbar at the very top or type **ctrl+z** to undo the last operation you performed.



- To use the bar graphs for the rubric scores, we have inserted a rectangle graphic whose width can be adjusted to show any rubric value from 0.2 – 4.
- There are two options to enter the shaded regions:
 - Select the amount of the bar graph you would like highlighted then choose an appropriate fill colour to represent the class for the current term (then select a different colour next term) OR-
 - There is a space to enter in a numerical score (0.2 – 4) for each field that gets shaded. When you enter a score, it will automatically highlight the correct amount on the spreadsheet.


	1	2	3	4		1	2	3	4		
37	Makes Meaning of Language:										
	I can make meaning of oral, print and visual messages.										
38										MMOL - #1 T2	2.4
39										MMOL - #1 T3	
40	Term 2	[Shaded]			Term 2	[Shaded]				MMOL - #2 T2	3
41	Term 3				Term 3					MMOL - #2 T3	
	I can clarify my understanding by asking questions, describing, explaining, and retelling.					I can talk about what I have learned.					
42										MMOL - #3 T2	2.8
43										MMOL - #3 T3	
44	Term 2	[Shaded]			Term 2	[Shaded]				MMOL - #4 T2	2.6
45	Term 3				Term 3					MMOL - #4 T3	
46	Term 2 Comment:										

- Just make sure to **enter the results in each term 2 section.**
- When report card information is entered, click the Save button to save the changes made to the report card.
- Just remember to **save often**, and **back your data up.**

Spellcheck:

- The Word document template will automatically spellcheck each document
- The Excel spreadsheet has a button to click to spellcheck the document
 - Just click the review tab, then spelling is on the left side. Or press F7 to spellcheck the document.

The screenshot shows the Microsoft Excel interface with the REVIEW tab selected. The Spelling (F7) task pane is open on the left, displaying a list of typos: OPQRS, TUVV, XYZ, AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA, BBBBBBBBBBBBBBBBBBBBBBBBBBBBBB, and C. The spreadsheet content includes the Prince Albert Roman Catholic Separate School Division No 6 logo and contact information, followed by the English Kindergarten Progress Report 2015-2016 form.

1		Prince Albert Roman Catholic Separate School Division No 6
2		118 11th Street East
3		Prince Albert, Saskatchewan S6V 1A1
4		Phone (306) 953-7500 Fax (306) 763-1723
5		
6		English Kindergarten Progress Report 2015-2016
7		Select your school name here!
8		
9	Student:	<input type="checkbox"/> This student is on a Regular Program
10	Teacher:	

Comment Section:

- Double-click into the comment section you wish to type in. This allows you to enter text in the cell. The dimensions do not change here so you can type until the comment box is full. If you wish to move down a line to leave a space or something like that, you need to use alt+enter for a line break in a cell.

Inserting pictures to replace the ones in the progress report:

- When you paste a new picture into a cell, the size of the cell does not change. You just need to readjust the size of the picture to fit properly into the cell.

4. Printing Report Cards

Home

- To open the folder containing the report cards, click Start, My computer.
- Double-click Removable drive(E:)
- Double-click the SanDiskSecureAccessV3_win file name and enter your unique password to open your vault
- Double-click the myclass folder
- Open the report card by double-clicking the name of the student.
- Choose **File**, → then **Print**

Print

Copies: 1

Printer: CEC Photocopier-3rd Floor... Ready

Printer Properties

Settings

- Print Entire Workbook
- Print the entire workbook

Pages: to

- Print on Both Sides
- Flip pages on long edge
- Collated: 1,2,3 1,2,3 1,2,3
- Portrait Orientation
- 8 1/2x11 (21.59 cm x 27.94 cm)
- Normal Margins (Left: 1.78 cm, Right: 1.78 cm)
- No Scaling (Print sheets at their actual size)

Page Setup

1 of 4

kid1 - Excel

Prince Albert Roman Catholic Separate School Division No 6
118 11th Street East
Prince Albert, Saskatchewan S6V 1A1
Phone (306) 953-7500 Fax (306) 763-1723

English Kindergarten Progress Report 2015-2016
Select your school name here!

Student: _____
Teacher: _____

This student is on a Regular Program.
This student has a Record of Adaptations.
This student is on an inclusion and intervention Plan.

th Rubric:	3 - Progressing	4 - Established
expectations with minimal and occasional reminders.		meets the expectations independently, provides a positive influence.

Progress

	1	2	3	4
Term 2				
Term 3				
Term 2				
Term 3				

Independence
Makes appropriate choices, solves problems effectively, and takes responsibility for behavior.

Term 2 Comment: _____
Term 3 Comment: _____

Select to print the entire workbook and select print on both sides to print the entire class at once

Choose the appropriate (colour) printer and then click [Printer Properties](#)

- Choose the appropriate (colour) printer and then click [Printer Properties](#)

\\SERVER1\CEC Photocopier-Reception Properties

My Tab Basic Layout Finish Cover Mode Stamp/Composition Quality Other

Favorite Setting: Untitled

Original Orientation: Portrait

Original Size: 8 1/2x11

Paper Size: Same as Original Size

Output Method: Print

User Settings...

More Details Do not show again

Copies: 1 [1...9999]

Print Type: 2-Sided

Staple: Left Corner

Select Color: Auto Color

Gray Scale

2 Color

OK Cancel Help

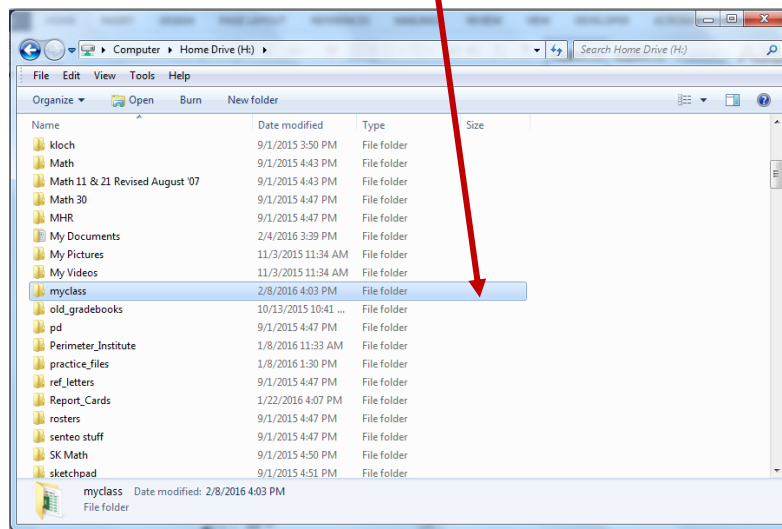
Choose 2-sided printing;
Staple (if you prefer that);
Unless you are printing the entire class, then no staple

Then scroll down to change Gray Scale to Auto Color to print in colour

5. Backing up your USB drive

Home

- Open the folder containing the report cards, click Start, My computer.
- Double-click Removable drive(E:)
- Double-click the **SanDiskSecureAccessV3_win** file name and enter your password to open your vault
- Click the right mouse button on your class file
- Choose **Copy** from the menu that pops up.
- Open your H: drive by clicking **Start, Computer** and double-clicking your H:
- Click the right mouse button in the empty space on the right then select **Paste**.



If you already have a copy of these files in drive H: (which you probably have from step I), then you will be asked if you want to overwrite the files you are pasting. Choose **Yes to all** to back up all the progress reports.

You will now have a copy of the report cards saved on your H: drive. It is VERY important to back up regularly in case you lose your USB drive or the data on it becomes corrupt.

6. Sample Comment Stems

[Home](#)

Personal and Social Growth

- Student feels more comfortable in and out of the classroom, he continues to become more sociable and is willing to try new things.
- Student is able ask classmates to join in various centre activities. He is building relationships with other students during play times. Instead of playing on his own, he is joining others and is confident enough to engage in group play.
- Student is working on be able to stay on task.
- Student is working towards building positive relationships with classmates.
- First name tackles new challenges eagerly and with a positive attitude.
- First name arrives at school each day ready to learn.
- First name is an active participant in small group discussions.
- First name shows perseverance in all she/he does.
- First name is a kind, caring, friendly student that makes him/her a role model for classmates.
- First name is respectful of others.
- First name adapts easily to new situations.
- First name is polite to adults and peers in and out of the classroom.
- First name is a role model for the class with his/her positive behaviour.
- First name is always willing to help a classmate.
- First name treats others fairly.
- First name listens to the others without interrupting.

Religion

- First name has grown in his/her understanding of welcoming and belonging to a circle of friends.
- First name understands and appreciates how the stories of Jesus are found in the Bible.
- First name participates in celebrating the Word of God using ritual symbols and actions.
- First name has grown in his/her awareness of the seasons of the Church and the liturgical symbols.
- First name contributes to the preparation of class liturgical celebrations.
- First name is able to tell stories from the Bible in which Jesus welcomes and forgives.
- First name can identify some of the signs and symbols of Easter.

TERM 2

- Student has grown in her understanding of welcoming and belonging to a circle of friends. Student is a positive role model in the classroom and embodies the importance of belonging to our Catholic school and community.
- Student is beginning to grow in her understanding of welcoming and belonging to a circle of friends. Student is understanding the importance of being a positive role model in the

classroom and is working towards understanding the importance of belonging to our Catholic school and community.

TERM 3

- Student spreads God's love by being a kind friend. Student understands that by working together we are better.

English Kindergarten Progress Report

Makes Meaning of Language

- Student is able to connect experiences visually, orally, and by drawing what he/she knows. He/She is able to describe, explain, and retell events that happen in the classroom. A next step would be to have him/her add more details to an explanation.
- Student is exploring the environment around him through play, viewing and creating.
- He can describe the life cycle of a chick by looking at pictures and through the experience of hatching eggs in the class.
- He can describe what he observes in pictures and shares what he understands.
- He is beginning to describe what he observes in pictures and shares what he understands.

Uses Language to Communicate

- Student has shown progress in talking during the sharing circle. She/is able to talk about an experience he/she has had using a few details.
- She has the oral language to converse, engage in play and express ideas.
- He can create visual texts that demonstrate personal experiences.
- Student is able to show what he/she knows with pictures and orally. He/She is able to describe, explain, and retell events that happen in the classroom. A next step would be to have (student) add more details to an explanation.
- Student participates in daily activities and is beginning to incorporate new words. With prompting student is able to retrieve and use new words.

Mathematics

- Student is confidently exploring numbers. He is able to gather the right amount of materials for each member in his group. He is working towards explaining how he/she is able to solve problems.

- Student participates in daily activities and is beginning to incorporate new Math words. With prompting student is able to retrieve and use new Math words.

Makes Connections to the World

TERM 2

- Student has been actively examining our environment. He/She is curiously investigating our natural surroundings and demonstrating stewardship in our daily actions in an effort to promote balance and harmony. He/She observes characteristics of familiar objects in the environment. He/She demonstrates an understanding of similarities and differences among individuals in the classroom.
- Student has been examining our environment. He/She is curiously investigating our natural surroundings and beginning to demonstrate stewardship in our daily actions in an effort to promote balance and harmony. He/She is working towards observing characteristics of familiar objects in the environment. He/She is initiating an understanding of similarities and differences among individuals in the classroom.

TERM 3

- Student can describe the diversity of groups represented in the classroom. He/She understands the spatial relationships among people, places and the environment. Student respects the expectations set to promote a safe community.
- Student is learning about the diversity of groups represented in the classroom and gradually working towards describing it. He/She is aware of the spatial relationships among people, places and the environment. Student is learning the importance of safety in our community.

Improves Well-Being

TERM 2

- Student has developed basic habits to establish healthy relationships with self, others and the environment. He/She recognizes behaviours that support safety at home and at school. He/She participates in exploring movements including running, jumping, skipping, throwing, catching and kicking.
- Student is learning the basic habits required to establish healthy relationships with self, others and the environment. He/She is beginning to recognize behaviours that support safety at home and at school. He/She usually participates in exploring movements including running, jumping, skipping, throwing, catching and kicking.

TERM 3

- Student participates in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility and muscular strength. He/She always

uses respectful behaviours and safe practices while participating in cooperative games.

- Student participates in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility and muscular strength. He/She is practicing using respectful behaviours and safe practices while participating in cooperative games.

French Immersion Kindergarten Progress Report

Negotiates Meaning

- Student is able to connect experiences visually, orally, and by drawing what he/she knows. He/She is able to describe, explain, and retell events that happen in the classroom. A next step would be to have him/her add more details to an explanation.
- Student is exploring the environment around him through play, viewing and creating.
- Student can describe the life cycle of a chick by looking at pictures and through the experience of hatching eggs in the class.
- Student can describe what he observes in pictures and shares what he understands.

Expresses Self

- Student has shown progress in talking during the sharing circle. She/is able to talk about an experience he/she has had using a few details.
- Student can create pictures that demonstrate personal experiences.
- Student is able to connect experiences visually, orally, and by drawing what he/she knows. He/She is able to describe, explain, and retell events that happen in the classroom. A next step would be to have him/her add more details to an explanation.

Numeracy

1. Student is confidently exploring numbers. He/She is able to gather the right amount of materials for each member in his group. He/She is working towards explaining how he does this.
2. Student participates in daily activities and is beginning to incorporate new Math words. With prompting student is able to retrieve and use new Math words.

Self-Identifies as a French Immersion Learner

- Student is an active learner in our French language experiences. He/She demonstrates a real joy in learning and sharing new words.

- Student participates in daily activities and is beginning to incorporate new French words. With prompting student is able to retrieve and use new words.