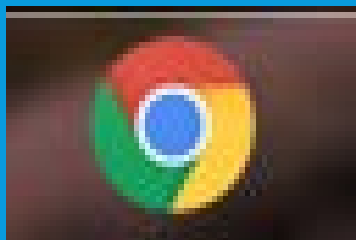


NATURAL LEADERS

Garfield Elementary

An Everett Public Schools, Family & Community Engagement Partnership

Anne Carnell, Tavis Miller Learning Management
Services
Everett Public Schools



www.everettsd.org

GUEST LOGIN

User Name: NLeaders

Password: Everett26159

OUR DISTRICT

DEPARTMENTS & PROGRAMS

STUDENTS

PARENTS

COMMUNITY



LMS

- ★ Overview
- ★ LMS Professional Development Corner
- ★ Parents
- ★ Students
- ★ Curriculum and Instruction Tools
- ★ Elementary Staff

Welcome to Learning Management Services

Click the icon/picture for the system that best matches your purpose.



All Levels K-12



Middle/High School

New password process for
GUARDIANS ONLY

- [Add security questions.](#)
[Reset your temporary](#)

Parents

- ★ Need Password or Login?
- ★ Parent LMS Navigation Tips
- ★ Elementary Progress Reports K-5
- ★ Parent Frequently Asked Questions
- ★ Parent Tech Talk
- ★ Common Sense Media

- ★ Common Sense Media
- ★ Atomic Learning
- ★ Students
- ★ Curriculum and Instruction Tools
- ★ Elementary Staff
- ★ Secondary Staff

Natural Leaders and LMS--Setting Your Child up for Success

Posted by Michael Weatherbie at 8/16/2016 3:00:00 PM

A conversation about how LMS and the available online tools--Gradebook and Home Access Center--can help parents stay engaged in supporting their students' academic endeavors.

[Presentation](#) in Spanish [Garfield 5.4.17](#) in Spanish
[Presentation](#) [Garfield 5.4.17](#)

TONIGHT'S OBJECTIVES...

THE PARENT'S ROLE IN THEIR CHILD'S ACADEMIC ACHIEVEMENT
ACCESSING AND MONITORING YOUR CHILD'S PROGRESS.

ELEMENTARY PROGRESS REPORT

- It is important to remember that the elementary progress report is a snap shot in time of your students' current progress in each of their academic areas.

ELEMENTARY PROGRESS REPORT AREAS

- Behaviors that Promote Learning
- Communication
- Core Content Areas
 - Reading
 - Writing
 - Social Studies
 - Math
 - Science
 - Music
 - Health and Fitness
 - Visual Arts

ACADEMIC PERFORMANCE SCORING GUIDE

- **4** - Student's work is exceeding grade-level expectations (standards). Student evidence shows advanced level proficiency of the grade level standards.
- **3** - Student's work is meeting the grade-level expectations (standards).
- **2** - Approaching Grade level expectations (standards).
- **1** - Below grade level expectations (standards) at this time.
- **NA** - Not assessed at this time

WHAT DO THESE SCORES MEAN?

4

Student is above and beyond

3

Student is on track. This is where they should be

2

Student is a little behind (need your support)

1

Student is further behind (needs additional support, interventions)

UNDERSTANDING THE REPORT CARD

Key for Academic Performance			
1	Below performance expectations at this time	2	Approaching performance expectations at this time
3	Meeting performance expectations at this time	4	Exceeding performance expectations at this time
*	Not evaluated at this time		

Mathematics		S1	S2
1. Operations and Algebraic Thinking		<input type="checkbox"/>	<input type="checkbox"/>
Represents and solves problems involving multiplication and division; interprets products and quotients of whole numbers; uses multiplication and division within 100 to solve word problems; determines the unknown whole number in a multiplication or division equation relating three whole numbers.			
Understands properties of multiplication and the relationship between multiplication and division.			
Multiplies and divides within 100.			
Solves problems involving the four operations and identifies and explains patterns in arithmetic.			
2. Number and Operations in Base Ten		<input type="checkbox"/>	<input type="checkbox"/>
Uses place value understanding and properties of operations to perform multi-digit arithmetic: rounds to the nearest 10 or 100; fluently adds and subtracts within 1,000 using strategies and algorithms; multiplies one-digit whole number by multiples of 10 in the range of 10 - 90.			
3. Number and Operations--Fractions		<input type="checkbox"/>	<input type="checkbox"/>
Develops understanding of fractions as numbers: partitioning into equal parts; a number on the number line; explains equivalence of fractions and compares fractions by reasoning about their size.			
4. Measurement and Data		<input type="checkbox"/>	<input type="checkbox"/>
Solves problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects; tells and writes time to the nearest minute and measures time intervals in minutes; solves word problems involving time; adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes.			
Represents and interprets data: constructs scaled picture graphs and scaled bar graphs, and solves one- and two-step "how many more" and "how many less" problems using information from scaled bar graphs; generates measurement data to the quarter-inch and displays data in a line plot.			
Geometric measurement: understands concepts of area and relates area to multiplication and to addition.			
Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures, and solves real world and mathematical problems involving perimeter.			
5. Geometry		<input type="checkbox"/>	<input type="checkbox"/>
Reasons with shapes and their attributes: understands different categories of shapes may share attributes, and that shared attributes can define a larger category; partitions shapes into parts with equal areas.			
6. Reasoning, Problem Solving, and Communication		<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates strategic mathematical thinking and reasoning, using what is known to solve problems			
Mathematics Progress + Significant ✓ Steady — Minimal		<input type="checkbox"/>	<input type="checkbox"/>

a score of 4,3,2,1 or N will be given for each standards in each content area

An overall progress grade will be given for each content area.

ADVOCATING FOR YOUR CHILD

You are your child's best advocate. Do not let language or culture be a barrier to supporting your child.

It is important to ask the teacher or school when you are unsure of something.

ELEMENTARY

- Contact your child's teacher to establish a method of regular communication that works best for you and your child's teacher.
- Examples might include email check ins, written notes home, phone calls, and/or in person meetings.

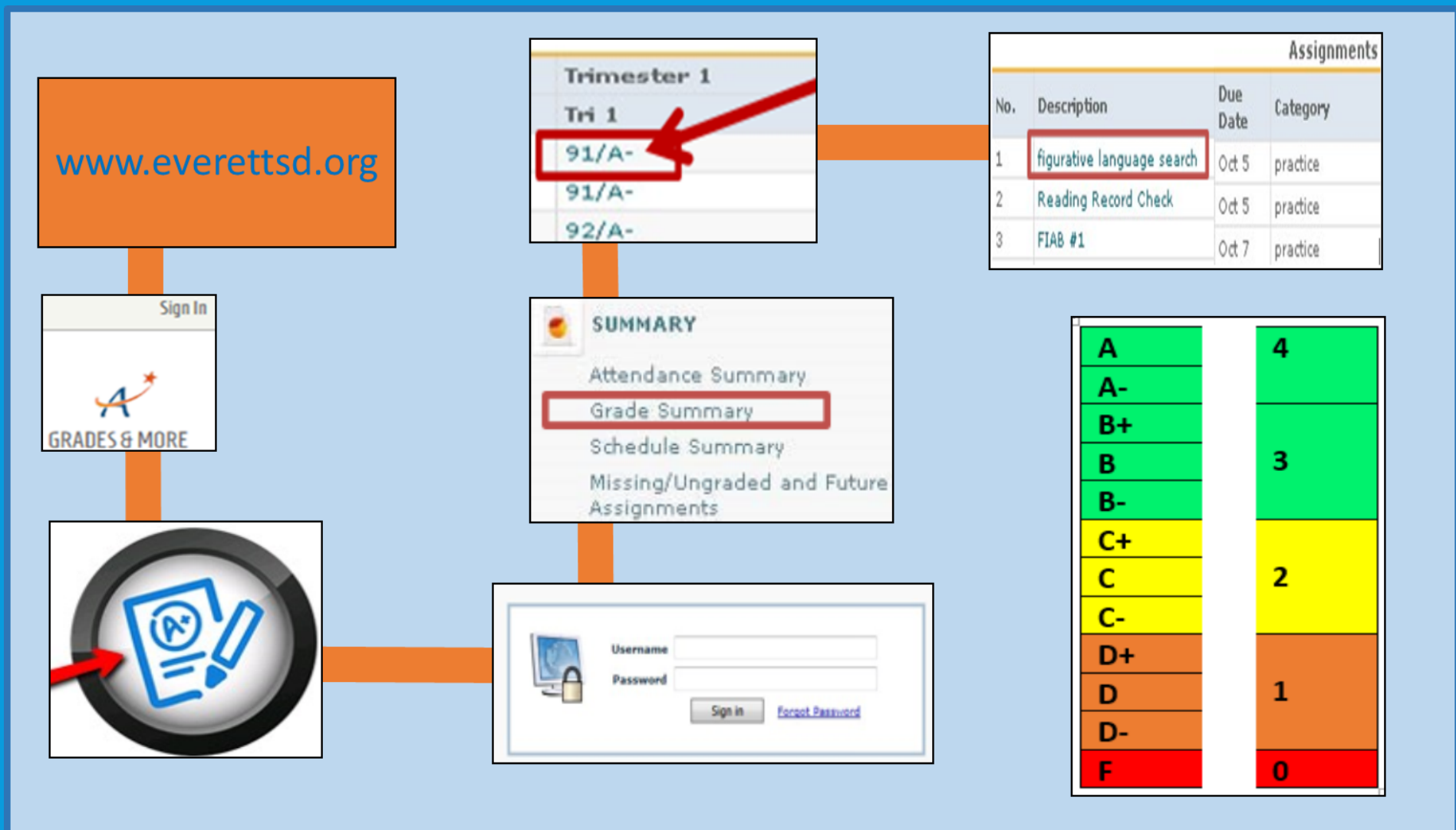
MIDDLE & HIGH SCHOOL

- In your child's school office, request to have your email address and web-access added to their contact information.

GAINING GRADEBOOK ACCESS

- Online Gradebook access:
 - Regular monitoring of grades, missing assignments...
- Often times you can set up automatic notifications
 - Grade falls below a certain level
 - Weekly emails to monitor progress

Viewing Middle and High School Grades



KEEPING YOUR CHILD ON TRACK

- Checking your child's assignments on a weekly, or daily basis if you prefer, is one way to set your child up for success.
- In elementary, this will need to be done by contacting the teacher directly.
- In middle and high school, you will login to your parent view of the gradebook to view assignments. By looking at their assignment progress regularly, you'll be able to support them in making sure all assignments are turned in on time.

PARENT EMAIL

Family & Community Engagement

AUTOMÁTICAMENTE LAS NOTIFICACIONES

There are actually two options below.

Option 1

Under the segment titled Choose Subscriptions – you have the option to select Student Assignments. Once checked then select the day of the week you would like to receive the email. It is sent early evening on that day. That is all you need to do and you will receive an email with all classes included.

Option
1

Option 2

Under the segment entitled Choose Classes – you are select each class separately and from the pull down menu selecting at what point do you want an alert about a particular class grade. (Example: If you want to know when the math grade becomes a C-; check Math and then select C- from the pull down menu.

Option
2

The screenshot shows a web form titled "Email Subscriptions". It has two main sections: "Choose Subscriptions" and "Choose Classes".

Choose Subscriptions: This section has a checkbox for "Student Assignments" which is checked. Below it are checkboxes for days of the week: Sun, Mon, Tues (checked), Wed, Thurs, Fri, Sat. To the right are checkboxes for "Home", "Work", and "Other", with "Other" checked.

Choose Classes: This section lists several classes with checkboxes, grade pull-down menus, and alert frequency pull-down menus. The "Math 6/7(4)" row is selected with a checkbox. Its grade is set to "C-/71" and its alert frequency is set to "C-/71".

Choose Subscriptions		Home	Work	Other
<input checked="" type="checkbox"/> Student Assignments				<input checked="" type="checkbox"/>
<input type="checkbox"/> Sun				
<input type="checkbox"/> Mon				
<input checked="" type="checkbox"/> Tues				
<input type="checkbox"/> Wed				
<input type="checkbox"/> Thurs				
<input type="checkbox"/> Fri				
<input type="checkbox"/> Sat				

Choose Classes		Home	Work	Other
<input type="checkbox"/> Reading 6(1)	A / 95			
<input type="checkbox"/> Lang Arts 6(2)	A / 95			
<input type="checkbox"/> Science 6(3)	A / 95			
<input checked="" type="checkbox"/> Math 6/7(4)	C- / 71			<input checked="" type="checkbox"/>
<input type="checkbox"/> Fitness(5)	A / 95			
<input type="checkbox"/> Band 6(6)	A / 95			
<input type="checkbox"/> History 6(7)	A / 95			

Save

SETTING UP AUTOMATIC GRADEBOOK ALERTS

[Directions](#) for setting up automatic gradebook alerts

QUESTIONS & DISCUSSION

