Class Roster with Demographics
Interpretation Guide

This page provides an abstract for the *Class Roster with Demographics*, which lists all students in each class period with some key info.

- See pages 2-3 of the *Interpretation Guide* for help reading the report, using it to answer essential questions, and acquiring more info.

12/19/2011
Class Roster
Page 2 of 3

(79222) BOOK, ANITA - 2010-2011
ENG CORE 8 (68789), 4th Period, 5th Period

	Student Name	Student ID	Grade Level	Birth Date (Age)	Gender	EL	Primary Language
1.	AL, DANIELSON M.	52862	8	1997-06-22 (14)	F		ENGLISH
2.	ANTONIO, SUMER M.	52257	8	1997-04-04 (14)	M		ENGLISH
3.	APALE, KATE V.	10778	8	1996-09-04 (15)	F	Y	FILIPINO (TAGALOG OR
4.	BABBITT, SEBIN R.	50957	8	1996-09-11 (15)	M		ENGLISH
5.	BALDUS, JEFF C.	53027	8	1996-11-22 (15)	M		ENGLISH
6.	BESSETTE, HEE WON M.	53386	8	1997-10-10 (14)	F		SPANISH
7.	CAFFEY, APIC E.	52367	8	1997-03-19 (14)	F		ENGLISH
8.	CARRIER, ANNALIT	52159	8	1997-01-24 (14)	F		KOREAN
9.	CEDILLO, THIEN PHUC M.	51865	8	1997-07-17 (14)	M		ENGLISH
10.	CHAO, NATICA K.	579828	8	1996-05-27 (15)	M		KOREAN
11.	CRESSWELL, MEGUEN M.	52463	8	1997-04-30 (14)	F		ENGLISH
12.	DUNNING, JAHANZAIB K.	53387	8	1997-09-17 (14)	M		ENGLISH
13.	FAZAL, KAREN T.	52125	8	1997-08-12 (14)	F		VIETNAMESE
14.	FUIAVA, SOILA T.	63396	8	1997-11-15 (14)	F	Y	VIETNAMESE
15.	GORT, SARWAT	52683	8	1997-02-07 (14)	F		FILIPINO (TAGALOG OR
16.	HARMSWORTH, JOONHWAN	52081	8	1997-08-10 (14)	M		ENGLISH
17.	HETTICK, NHIEN K.	580788	8	1997-09-13 (14)	M		ENGLISH
18.	HYDE, JUNN T.	52416	8	1997-01-29 (14)	F		VIETNAMESE
19.	JERDEN, GALILEA R.	51146	8	1996-05-03 (15)	F		HINDI
20.	KHAMPHOSIHOM, MYCHAL L.	52019	8	1997-05-29 (14)	M		TONGAN
21.	MOULAYES, LYN L.	583236	8	1996-10-22 (15)	M		ENGLISH
22.	PAULSON, HOJAREZ J.	51115	8	1996-08-28 (15)	F		SPANISH
23.	PEWTERBAUGH, QUAY E.	52219	8	1997-11-03 (14)	F		SPANISH
24.	ROSAS, JULENY F.	6309	8	1996-09-07 (15)	M		ENGLISH
25.	SANTINI, YASIN	52494	8	1997-11-25 (14)	M		VIETNAMESE
26.	SCHUTT, AKEEM	52338	8	1997-08-09 (14)	M		ENGLISH
27.	SWALLOW, FERNANDA	7183	8	1996-08-06 (15)	M		SPANISH
28.	TARIN, LEYGREENE FHE M.	52699	8	1997-06-16 (14)	M		ENGLISH
29.	TERADA, ELYSHALEE Y.	54020	8	1997-08-26 (14)	F		ENGLISH
30.	THOLEN, JASMYNE	52950	8	1997-05-29 (14)	M		SPANISH
31.	WU, JECILYNN R.	53496	8	1997-10-29 (14)	F		ENGLISH
32.	YAKO, ARELIANA A.	53907	8	1997-02-27 (14)	F		ENGLISH

Purpose

What are some questions this report will help answer?

- What students are in my current class?
- What is some key info I should know about students in my class?
- What should I consider when making my seating chart?

Focus

Who is the intended audience?

Teachers

What data is reported?

Each student's name, ID, grade level, birthdate, age, gender, EL status ("Y" for "Yes" if EL), and primary language.

How is the data reported?

Each separate report section/page belongs to a specific class period for one teacher.

Warning

What do many educators misunderstand?

If no data is featured in the EL column, it means no students have been labeled as English Learner (EL) in the Illuminate system.

Instructions

How do I read the report?

If a teacher has more than 1 class period, the report contains more than 1 page, with each section/page relating to a different class period.

Example: This report is for Teacher Anita Book, whose staff ID is 79222. This report section/page only lists students in her 4th/5th Period combo class, with course name ENG CORE 8 and section ID 68789.

12/19/2011
Class Roster
Page 2 of 3

(79222) BOOK, ANITA - 2010-2011
ENG CORE 8 (68789), 4th Period, 5th Period

Tip: Enrollment can change over time. Note the date in the upper-left corner to see when the report was run.

Each row of information applies to 1 student.

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Example: Student Kate V. Apale has a local Student ID (assigned by the school or district, different from the State Student ID) of 10778, is in the 8th grade, was born on November 15 of 1997, and is a 15 year old female English Learner (EL), whose primary language (the 1st she learned to speak, most frequently used at home, or most frequently spoken by adults in the home) is Filipino (Tagalog or Pilipino).

Essential Questions

What students are in my current class?

The report lists all students for a particular class period (scroll to new pages if you have large classes or need to view multiple periods), and they are numbered.

Example: The number in front of the last student listed tells me I have 32 students enrolled in this class.

12/19/2011
Class Roster
Page 2 of 3

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What is some key info I should know about students in my class?

Most districts use the listed Student ID as the student's scanning ID (meaning the # that is bubbled in the upper-right corner of an answers sheet the student uses for scanning purposes).

Grade level, age, gender, EL status, and primary language can impact where you seat the student in the classroom and learning opportunities you offer.

Birthdate can help you calendar a "happy birthday" wish for nearly every student to help him or her feel special.

12/19/2011
Class Roster
Page 2 of 3

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What should I consider when making my seating chart?

Grade level, age, gender, EL status, and primary language can impact where you seat the student in the classroom. For example, ELs might belong near the front of the class where they can see more easily and get more teacher attention.

Whenever possible, consider the potential of seating EL students next to non-EL students who share the same primary language.

Example: Karen Fazal and Soila Fuiava are both native Vietnamese speakers. Soila is EL, but Karen is not (meaning Karen is fluent in English). I'd seat these 2 next to each other so Karen could offer Soila primary language support during class (if I said something Soila didn't understand, Karen could tell her what it means in Vietnamese). I'd also seat Kate Apale and Sarwat Gort together for the same reason.

More Info

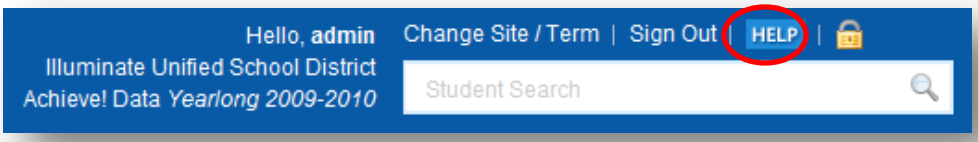
Where can I find more info on helping English Learners (ELs)?

Visit **http://www.cde.ca.gov/sp/el**.

Where can I find translation resources (e.g., to reach out to parents in their native languages)?

Visit **http://www.cde.ca.gov/ls/pf/cm/transref.asp**.

Where can I learn ways to group students in my class for differentiated activities?



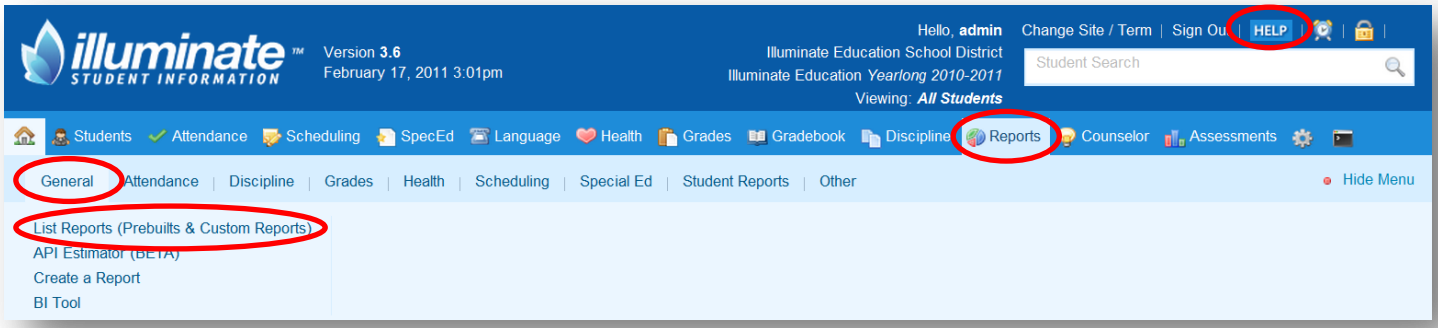
Visit the *Student Grouping Options* lesson in the Illuminate Help system *EXTRAS: Cool Things to Do* manual.

How can I use the Illuminate system to differentiate for students and enhance my instruction?

Visit the *Good Instruction* lesson in the Illuminate Help system *EXTRAS: RTI* manual.

Where can I learn how to generate this report in the Illuminate system?

Visit the Illuminate Help system *Reports* manual



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