

Case Study #1-

Student 1 is a Grade 7 student who struggles in all subjects. He enjoys peers. Contributes to class discussions when called on. Respectful to teachers.

Functional Needs: Needs refocusing often in groups. Off-task frequently.

Language Arts:

Reading: GRADE level M form A, Scaled Score = 59, Grade Equivalent *1.9

Assessment Date *09/14/2016

Strengths: Recites phonemes with prompting Recognizes basic sight words Identifies Alphabetic letters (upper and lower case) Verbally responds to questions

Needs: Phonemic Awareness Sounding out CVC words and blends (bl, sn...) Reading comprehension (Answer literal and inferential questions)

Writing:

Needs: (Capitalization, Spelling, Grammar, Punctuation) Using details and/or examples to support writing Citing textual evidence to support responses Writing organized sentences

MATH:

Strengths: Can add single digit numbers. Can recognize place value. Can recognize operations.

Needs: Adding, Subtracting Numbers Order of Operations Fraction Concepts

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Multiplication Table, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation				Rationale
TTS (Reading Passages)				
Multiplication Table				
Scribe				

Case Study #2-

Student 2 is a fourth grader at x Elementary who is well liked by both his peers and teachers. His passion is Hawai'i's ocean life; he can identify, describe, and explain many species of fish that can be found in our sea.

Smarter Balance Assessment Scores: 2015-2016 -ELA: 2269-Standard Not Met (Standard Score 2432); Mathematics: 2356-Standard Not Met (Standard Score 2436)

STAR Reading Scores: 12/12/16- Scaled Score: 290; G.E.: 2.6; 4/13/17- Scaled Score: 475; G.E.:4.3

STAR Math Scores: 1/25/17- Scaled Score: 595; G.E.: 3.9; 4/12/17- Scaled Score: 548; G.E.: 3.4

Strengths:

Reading: Student 2 prefers listening to texts, while reading visually simultaneously, and can often demonstrate his comprehension when it is presented in both these modalities. He is developing proficiencies in both reading and writing. He is proficient in listening and developing proficiency in speaking.

Writing: With graphic organizers, Student #2 is able to organize his thoughts in writing. He can create complete sentences that include appropriate subject verb agreements. He also utilizes capitalization and punctuation appropriately.

Math: Student 2 can successfully add and subtract single and multi-digit numbers. With the use of an abacus, multiplication chart, or finger counting, he can perform various types of single and double-digit multiplication and division problems. He can add and subtract fractions with the like denominators using visual models, a number line, or standard algorithm.

Needs:

Reading: Student 2 continues to need supports and strategies for phonics to aid him in the decoding of new or unfamiliar vocabulary. His lack of proficient decoding skills hampers his overall fluency and comprehension.

Writing: Student 2 has difficulty holding on to, organizing, and utilizing information to complete reading assignments and writing assignments. Although he can create simple, clear sentences, however, correct spelling, even common sight words are misspelled.

Math: Student 2 continues to need basic number sense around the concepts of multiplication and division. He has successfully memorized multiplying by 2's, 3's, 5's and 10's. He is still learning strategies to help him fully and fluently understand the rest of the basic multiplication spectrum using hands-on, visual strategies.

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Multiplication Table, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation	☺	☹		Rationale
TTS (Reading Passages)				
Multiplication Table				
Scribe				

Case Study #3-

Cognitive Assessment - February 2017 (WISC) FSIQ 68

Academic Assessment - January 2017 (WIAT) READING 65 (Low) MATH 83 (Below Average)

READING

Student 3 is a 4th grader whose latest STAR reading test taken on 04/18/2017 reveals a scaled score (SS) of 178 with a grade equivalent (GE) of 1.2 with a Lexile of BR 110L and his zone of proximal development (ZPD) 1.9-2.9. He started the 2016-17 school year at a PrePrimer (PP) level with a SS of 82. He has grown 96 SS points since the beginning of this school year. He has grown 25 lexile points since the beginning of the 2016-17 year on KidBiz, going from a BR30L to BR5L. He is able to read short passages on the computer independently or with audio support.

MATH

Student 3's latest STAR math test, taken on 04/20/2017, revealed a scaled score of 373, growth from August's score of 336. Total growth for school year 2016-17 was 37 scaled score points. He can add and subtract easily up to the hundreds place with and without regrouping. He has been able to do simple multiplication. He has some understanding of fractions, part-to-whole relational understanding. He can multiply double digits by single digit with regrouping.

WRITING

Student 3 is able to write all of his alphabet and spell some basic sight words from memory. He independently writes 3-4 simple, on-topic sentences independently. He does best when writing prompts are broken into easy to decipher language. He also may benefit by hearing discussions related to the writing topic as well as the provision of sentence stems.

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Multiplication Table, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation				Rationale
TTS (Reading Passages)				
Multiplication Table				
Scribe				

Case Study #4-

Impact Statement: Student 4 is a Grade 3 eligible for special education services under Developmental Delay, ages 6-8. This disability prevents him from progressing academically in the educational environment, specifically in reading comprehension, fluency and decoding, math computation, written expression, receptive and expressive language.

READING - San Diego Quick Assessment- Date: 10/17/16 Raw Score: 185/252 Reading level: 2nd Grade

Strengths: Student 4 is able to identify all upper and lowercase letters and sounds. He can read 73 sight words from the Fry Words List-First Hundred. He is able to identify VC, CVC, CCVC, CVCC, CVC-e, and some R-Control Vowels words alone and when they are used in a sentence.

Needs: Student 4 needs to identify words with the ending sounds of ang, ing, ong, ung, ank, ink, onk, unk, ck, dge, tch, ed. He needs to continue to improve on reading comprehension.

MATH - Easy CBM CCSS Math Assessment Date: 1st Quarter 2016 Total Math Score: 12/40 (1st -19th National Percentile, to be considered at risk) Strengths: The student is able to count by 1's, 5's, and 10's to 100. He is able to add and subtract 2-digit numbers that consist of no regrouping. He needs to work on multiplying from 0-12 and dividing by 1's, 2's, 5's, 10's.

WRITING

Strengths: Student 4 is able to write his first and last name and all upper and lowercase letters. He is able to write short sentence. When writing, he can spell phonetically. With prompting, he is able to write a topic sentence with some details.

Needs: Student 4 needs to continue to work on writing a paragraph with a topic sentence, 3 supporting details, and a concluding sentence.

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Multiplication Table, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation				Rationale
TTS (Reading Passages)				
Multiplication Table				
Scribe				

Case Study #5-

Student 5 is currently a grade 6 student who was diagnosed with Cerebral Palsy and Spastic Quadriplegia at age 4. Although the symptoms are visible, she is sensitive about her peers' awareness of her disability. Student 5 has a low immunity, low balance reactions and endurance and tires easily. She is able to independently move through campus including stairways, however, needs to be cautious around crowded areas. She needs movement & stretch breaks and may need extra time to complete her lunch or snack.

Student 5 has challenges with fine motor control, and writing by hand requires significant effort. She uses bilateral hands to type on the computer and uses the mouse to aim at targets efficiently. Hearing and vision are fine. She has age appropriate expressive and receptive language skills

Student 5 has been home schooled since grade 5. Assessments completed in grade 4 indicate that her intellectual ability falls within the average range. Reading is a strength area, and Math is her area of weakness. She has good language skills and is creative in expressing her thoughts by typing on the computer. Student 5 enjoys horseback riding, using the iPad, going to the beach, music, creating short films, and reading about animals.

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Calculator, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation				Rationale
TTS (Reading Passages)				
Calculator				
Scribe				

Case Study #6-

Student 6 is a grade 7 student. In 2014 he completed the Wechsler Intelligence for Children – Fifth Edition. His general cognitive ability is in the Extremely Low range. (FSIQ = 62)

Reading:

Student 6 can read some basic sight words as well as some short vowel words independently. He makes an effort to sound out unfamiliar words and recognizes various consonant combinations, both at the beginning and at the end of words, but has difficulty understanding the meaning of complex sentences and long paragraphs. He comprehends better when listening and discussing a reading passage in a group. He experiences difficulty when reading materials higher than 3rd grade. He needs to work on basic reading skills (phonics instruction) and fluency of basic sight words, developing vocabulary and decoding multi-syllabic words. He would benefit from frequent repetition and practice using word lists that follow vowel patterns, consonant blends and common prefix and suffix word parts. Student 6's mother expressed that he has always had difficulty with reading and that she hopes that he will keep practicing and improve his reading.

Writing:

Current Academic Levels: Student 6 has nice handwriting when he takes his time. He can recognize when a word is misspelled and often asks for help to correct it. He can write with correct capitals at the beginning of sentences and end punctuation. He needs help organizing his writing ideas and generating a good topic sentence. The use of prewriting strategies and graphic organizers help.

Mathematics:

Student 6 has taken the Star Math screener and scored in the Urgent Intervention level. He is reluctant when it comes to math. It takes him a long time to get started and to complete daily assignments. He is able to add and subtract but has little memory of math concepts previously taught.

Statewide Assessment tab:

Student will participate in state-wide assessments. No accommodations/modifications are necessary.

The school's Test Coordinator requests the following accommodations for this student: TTS (Reading Passages), Multiplication Table, and Scribe.

Which are verified in the IEP excerpt above? Indicate: yea or nay, and then explain your reasoning.

Accommodation				Rationale
TTS (Reading Passages)				
Multiplication Table				
Scribe				