

## Teacher Report

<b>Student:</b> <omitted to protect privacy>	<b>Date:</b> January 18, 2010
<b>Teacher:</b> Mrs. Weakland (Mrs. Hilton)	<b>Grade:</b> 5th

### Academic Progress in Subject Areas

- Reading - SLRA
  - Vocabulary – mastery (pre-taught)
  - Narrative – nonmastery
  - Expository – nonmastery
  
- Reading - Vocabulary
  - Number the Stars – Oct 26 – “3”
  - Number the Stars Quiz – Oct 28 – “3”
  - Number the Stars – Nov 2 – “3”
  - SLRA practice quiz – Nov 24 – “1” (missed 6/18)
  
- Reading – decoding
  - Student can decode grade level 4 and 5 text at an independent level. However, when reading aloud, more often than not, she will miscue and not even attempt to self-correct and to make meaning of what she is reading. This, I’m assuming, is leading to the breakdown in comprehension.
  
- Reading - struggles with reading comprehension - has difficulty determining “main idea” and “significance” (*non-credentialed*)
  - Comprehension pre-assessment (beginning of year) – “1” (4<sup>th</sup> grade reading level)
  - Story map (main idea) – Oct 20 – “2”
  - Story map (main idea) – Oct 26 – “3”
  - Chapter retelling – Oct 30 – “2”
  
- Spelling – For “spelling tests” –Student can usually attain a “3” on spelling tests with a pre-test and time to study. In her writing, she also does not have significant difficulty with spelling.
  
- Writing
  - Uses the writing process
    - Personal narrative #1 – “3”
    - Personal narrative #2 – “3”
  - Uses writing conventions
    - Personal narrative #1 – “2”
    - Personal narrative #2 – “2”
  - Uses correct format to express ideas
    - Personal narrative #1 – “2”
    - Personal narrative #2 – “3”
  - Writes with clarity, substance, and expressions
    - Personal narrative #2 – “2”
  - Uses conventional spelling strategies

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- Personal narrative #1 – “3”
- Personal narrative #2 – “3”
  
- Social Studies
  - Venn Diagram – comparing NW Coastal and SW – Nov 17 – “2” – mixed up details
  - Nonfiction “book of knowledge” – Nov 20 – “1” – didn’t finish/lacking in detail
  - Native American Quiz – Nov 20 – “1” – missed vocabulary, multiple choice, mapping
  - Nonfiction “book of knowledge” Adaptations – Nov 20 – “1” – didn’t finish
  - Native American Quiz – Nov 20 Adaptations CRQ – “1” – misread instructions/completely missed the point
  - Social Studies – Explorer Quiz – “3”

### **Progress in Non-Academic Areas (Special Classes)**

Art – no concerns

Music – Behavior for student is wonderful. She is respectful and wonderful to work with. Academically, I don't notice anything that would concern me. We have been concentrating on performance (concert) this semester, though. Socially, she seems quiet. She doesn't seem awkward with the others, though. She does a great job for me!

P.E. – no concerns

### **Work Habits**

- Asks questions for clarification one on one (sometimes); seldom asks questions in a whole-group setting or volunteers to participate in a whole group discussion
- Turns in work in a timely manner; however, work is often inaccurate or incomplete
- Uses school planner as instructed
- Likes reading “okay” (3 on a scale of 1 to 5); rates herself a “good” reader and has indicated she reads 30 minutes/day
- Sometimes appears to be staring off into space

### **Social-Emotional Progress**

Student does not appear to have significant social impairment. She has friends and participates in class (only when called on.) She also seems connected to her teachers. She is friendly, yet very shy. She doesn't appear to have a lot of confidence in her academic abilities.

### **Accommodations Made**

- Extra time
- One-on-one support with teacher
- Frequent checks for understanding
- Post-its on book pages
- Plugs ears while reading (although she has not been observed using this strategy)
- Book club (starting in 2010)