

CHILD'S NAME: Riyanna Prather

ID NUMBER: 743456

DATE OF BIRTH: 4/24/2008

1 INDIVIDUAL EVALUATOR'S ASSESSMENT

Part 1 to be completed by each individual evaluator

EVALUATOR NAME: Greg Kinne

POSITION: Intervention Specialist

AREAS OF ASSESSMENT Academics; Observations; Data from Interventions

Indicate the area(s) that were assessed by the evaluator in accordance with the evaluation plan.

EVALUATION METHODS AND STRATEGIES

Indicate the types of assessment strategies used to gather information about the child's performance.

- | | | |
|--|--|---|
| ☒ OBSERVATIONS | ☒ SCIENTIFIC, RESEARCH-BASED INTERVENTIONS | ☐ NORM-REFERENCED ASSESSMENTS |
| ☐ INTERVIEWS | ☒ CURRICULUM BASED ASSESSMENTS | ☒ CLASSROOM BASED ASSESSMENTS |
| REVIEW OF RECORDS AND RELEVANT | OTHER (Specify) | |
| ☒ TREND DATA (SCHOOL RECORDS, WORK SAMPLES, EDUCATIONAL HISTORY) | ☐ _____ | |

ASSESSMENT INFORMATION

Provide a summary of the information obtained from the assessment results per the evaluation plan including the child's strengths, areas of need and baseline data.

SUMMARY OF ASSESSMENT RESULTS

STRENGTHS (ACADEMICS AND/OR BEHAVIOR)

Riyanna's greatest strength is her friendly demeanor. Riyanna is a 7th grade remote learning student and is not in person during the first semester but her interactions in the online classroom are warm and genuine. Riyanna takes guidance well and once she is motivated, she works to please. Riyanna participates in class and is engaged in online learning on a daily basis. Riyanna prefers to use the chatroom feature of the online courses rather than orally speak during the online classes.

ACADEMICS & PROGRESS IN THE GENERAL CURRICULUM

Riyanna has recently started to complete work for the Remote Learning Academy academic support class. When Riyanna writes, she uses inconsistent punctuation and capitalization. Riyanna is able to write coherently but her thoughts are written in a style that is more stream of consciousness. Riyanna does not edit her writing for clarity. On the Fall 2020 MAP assessment, Riyanna scored a 194 on the Math assessment. That score placed Riyanna in the 7th percentile range. Her score marked a 7 point increase from her winter 2020 MAP assessment. Her score is considered low when compared to the norm grade level mean RIT. She had a low score in the following subcategories: Operations and Algebraic Thinking, Geometry, The Real and Complex Number Systems and Statistics and Probability. On the Language Arts Map assessment, Riyanna received a score of 204. This score placed her in the 27th percentile. She scored low when compared to the norm grade level mean RIT. Her reading performance is as follows: Literary Text: Key Ideas and Details - low, Informational Text: Key Ideas and Details - Average, Vocabulary: Acquisition and Use - Low, Literary Text: Language, Craft and Structure - Avg, Informational Text: Language, Craft, and Structure - LoAvg, Lexile Range 665-815L.

CLASSROOM OBSERVATIONS

Riyanna participates in the online Remote Learning Academy on a daily basis due to COVID-19. She was not engaged in the Remote Learning Academy during the 1st quarter but has since worked out a plan to become successful in the classroom. Riyanna will participate in the Remote Learning Academy by chatting in the chat and will not speak out loud in the Zoom sessions. Riyanna will work in a classroom and will listen to instruction and complete practice activities on various skills including reading comprehension, mathematics in IXL and has writing activities. Riyanna's homework completion in the first quarter was sporadic at best. Riyanna has recently started to attend her Language Arts class in the Remote Learning Academy.

DATA FROM INTERVENTIONS

CHILD'S NAME: Riyanna Prather

ID NUMBER: 743456

DATE OF BIRTH: 4/24/2008

Riyanna has not participated with much work in the academic support classroom involving writing but has completed several IXL assignments. She has scored at the 3rd grade level in IXL mathematics placement and has completed mathematical skills on the IXL program. Riyanna also has limited experience with the writing and editing process.

SOCIAL/EMOTIONAL/BEHAVIOR SKILLS

Riyanna is a somewhat shy student. She will engage with the teacher in the classroom but does not seek out conversations or interactions with the other students in the class. Riyanna is friendly and sociable in her interactions with the teacher in the classroom. She will advocate for her needs and will respond appropriately when questions are asked.

DESCRIPTION OF EDUCATIONAL NEEDS

Reading: Riyanna may benefit from multiple opportunities to practice reading relevant materials, both in and out of the classroom (such as, repeated, choral, and echo reading opportunities). She may also benefit from reading aloud to a peer and/or adult, as it is typically much more effective in increasing accuracy and fluency than reading both silently and independently. To help her improve her reading comprehension, continued teaching and modeling of comprehension strategies may benefit Riyanna, including the following; using graphic organizers when working on difficult materials; prompting Riyanna to think about the 5W questions such as who, what, where, when, and why before reading; and direct instruction on how to reference a passage and use context clues when answering comprehension questions.

Math: -Riyanna may benefit from direct instruction in division as she did not attempt these problems. She may also benefit from drill and practice exercises to become more fluent with her addition, subtraction, multiplication, and division facts. Riyanna may also benefit from additional instruction on fractions and conceptual questions that use quantities to enhance Riyanna's understanding and computational skills in these areas. Additionally, she may benefit from instruction in how to understand visual aides, such as graphs and charts to answer word problems.

Behavior: -Riyanna may benefit from direct instruction in effectively communicating with others and asking for help when needed. -Riyanna may benefit from preferential seating, prompting/redirection, and breaks as needed to stay on-task. She may also benefit from positive reinforcement and learning strategies for self-monitoring her off-task behavior. Riyanna may benefit from verbal praise and incentives to increase her independent work completion. When possible, Riyanna may benefit from assignments or activities that are of high interest to her to increase her motivation.

IMPLICATIONS FOR INSTRUCTION AND PROGRESS MONITORING

Riyanna needs the following: extended time, double the amount per her peers to complete assignments, modified assignments when appropriate to help maintain focus and attention, provide verbal and visual prompts, immediate positive feedback and redirection -small group instruction -Make activities concise and short, whenever possible -preferential seating away from distractions. Provide opportunities for Riyanna to self select an activity or two she would like to pursue independently frequent review of expectations and routines. Help Riyanna visualize math problems by drawing. Use of manipulatives and a calculator when necessary/appropriate

EVALUATOR'S SIGNATURE: 

DATE: 10/29/2020