Case Study - Kevin April 13, 2015

Gretchen Morris-Archinal

Contents

Student Profile	3
Background	3
Needs for Support and Assistance	3
Strengths	4
Successes	4
Likes/Dislikes	4
Biggest Challenges	4
Reading	5
Writing	5
Math	5
Work Habits	6
Social	7
Interpretation/Hypothesis	7
What is going on	7
Concerns	8
Areas of help	8
Strategies/Curricular Decisions	9
Strategies Used	9
Lesson Plans Developed	9
Assessment Tools Used	10
Results	10
Reflection	11
Recommendations for Adaptions and Support	12

Appedix	13
Case Study Framework	14
Report to Teachers	15
IEP Goals and Objectives	17
Progress Report	18
MET	19
Student Test History	23
Student Assignment Reports	25
SuccessMaker Report	34
Multiple Intelligence	39
Lesson Plan 1	43
Lesson Plan 2	53
Graphic Organizer for Solving Equations	58

Student Profile

Background

Kevin is a thirteen year old male of Africa-American decent. He currently lives with his mother in a rented apartment in an affluent suburb of Detroit. He qualifies for the Free or Reduced Lunch program at the school where he is in 8th grade. Per teacher reports, hunger may also be an underlying issue. When the school offered a free breakfast program, he was an enthusiastic participant. He often ate not only his breakfast, but also his classmates left-overs.

He receives services in the resource room one school-period per day. He is enrolled in collaboratively-taught ELA and Math classes as well. At the end of the current marking period, his grades range from a B^+ in Intro to Woods and Metals to an E in English.

Needs for Support and Assistance

Kevin underwent extensive testing in March of 2013. At that point in time he qualified for an IEP based on Specific Learning Disabilities that require support and accommodations across all academic areas. Academically, this year his grades are falling across the board. The only exception is in Intro. to Woods and Metals, which replaced 8th grade science. Kevin dropped science because it was too much for him academically.

Kevin also receives social work services due his struggles with peer and adult interactions.

Strengths

Kevin's is polite and respectful. Based on VIA Strength Survey for Children, Kevin selfreports that his top strengths are:

Bravery and Courage	Curiosity and Interest in the World
Social Intelligence	Appreciation of Beauty and Excellence
Spirituality and Faith	Honesty, Authenticity and Genuineness
Teamwork and Group Loyalty	Kindness and Generosity
Humor and Playfulness	Creativity, Originality and Ingenuity

Although he started in Intro to Woodworking and Metals midway through the quarter, it appears to be an area of strength because it encourages not only kinetic and hands-on learning but also creativity, originality and ingenuity.

Likes/Dislikes

Kevin loves playing video game, hanging out with friends and helping others. He is also interested in sports as well.

He is reticent to try things that he perceives as more than he can handle or that he may not perform well.

Biggest Challenges

A comprehensive evaluation in March of 2013 revealed significant weaknesses, cognitively, in the areas of Long Term Retrieval, Processing Speed and Short-Term Memory.

Besides the academic issues, Kevin seems to be struggling to maintain his desire to succeed. There are times, when he is very withdrawn and pessimistic in his world view, particularly when it relates to school and peer relationships.

Reading

This is an area of relative strength yet Kevin's 7th grade NWEA reading scores were in the 14th percentile. Due to significant weaknesses in Long Term Retrieval, Short Term Memory, and Processing Speed, Kevin benefits from extra time on tests/assignments, tests read, provided and/or shortened word banks and removal of one multiple choice on questions that have 4 or more on tests/quizzes. All directions and expectations for assignments, tests and quizzes should be clarified and repeated for understanding purposes.

Writing

Per his comprehensive evaluation in March of 2013, Kevin also has a learning disability in the area of written expression. Due to this, he may use word processing equipment on standardized tests and other general education assessments. Kevin often lacks detail and description in his writing. Graphic organizers have been useful in helping Kevin brainstorm ideas for a topic prior to beginning the writing process. Access to a word processor on lengthy writing assessments has also been a good accommodation that allows Kevin to catch convention errors and allows for his writing to be more easily read and interpreted.

Math

This is another area in which Kevin has a disability. His general education teacher indicate that Kevin continues to struggle in math class. He has trouble comprehending the

concepts which leads to difficulty in applying his knowledge to solve problems. Weaknesses in computation suggest that use of a calculator/multiplication chart is useful, especially with concepts that require math application.

Kevin will continue to utilize SuccessMaker, for math skills remediation. He initially placed at a 4.34 grade level and has since made 0.47 year growth which puts him at a 4.81 grade level, currently. His NWEA scores are consistent with this level. Graphic organizers help him remember the multiple steps necessary for solving some equations.

Work Habits

Kevin takes a very passive role in his classes, often waiting for someone to show him how/what to do rather than attempting what he can and asking for help when he gets stuck. Even when help is provided, he will often randomly guess at answers rather than put thought into what is being asked. When the material is difficult for him, he becomes overwhelmed very quickly and shuts down.

Kevin is inconsistent in his work completion which often is a cause for him not getting the practice he needs to reinforce the concepts, being studied across subject areas. Tests, quizzes and assignments may need modification or accommodation, depending on certain skills assessed and Kevin's level of competency within certain skill sets. He will often ask for a reward but then not complete the task necessary for earning the reward.

Social

Kevin continues to progress with adult and peer interactions. He presents as a very quiet student. He has difficulty advocating for himself and at times resorts to avoidance behaviors (sadness, not talking or sulking). When interacting with peers and adults Kevin often mumbles, speaks very quietly and is very hard to understand or hear. At times his intonation presents as flat with little expression. He sometimes keeps his head down and can give limited eye contact. These struggles often hinder success in academics as well as his peer relationships.

It takes a while to get beyond his protective shell. Once Kevin is comfortable with a teacher, he is more engaged, expressive and willing to share. He does report some bullying, but after investigating this, it may be the result of misinterpreted interactions between peers.

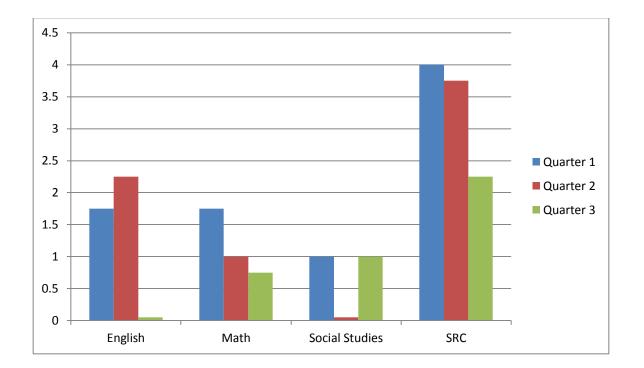
Interpretation/Hypothesis

What is going on

Prior to this year, Kevin was in a direct taught math class and making progress. This year, the school district discontinued direct taught math classes to provide students with a least restrictive environment for learning. Kevin is now in a collaboratively-taught, eight-grade math class. Given that this is one of his areas of disability, Kevin is truly struggling to keep up with the standard 8th grade pre-algebra curriculum of solving two–step equations, slope-intercept form and other pre-algebraic activities. This is compounded by his shutting down when frustrated and overwhelmed. Hunger may also play a part in his educational progress. Multiple teachers report that Kevin appears to be hungry especially in the morning.

Concerns

The main concern is that Kevin is falling further and further behind in Math. He is quite aware that he does not grasp the material and this in turn affects his behavior and desire to work at school. As his self-esteem goes down, the more he pushes away help and withdraws not only in math but in other classes as well. This can be seen in the general decline of his grades from first quarter to third quarter.



Areas of help

Kevin receives more individualized and small group direct instruction in the resource room in addition to more concentrated assistance in during math. Graphic organizers are incorporated to help organize his thought process and provide away to systematically solve not only equations but also to compose written assignments. Kevin also works with the Social Worker to address the emotional components of his disability.

Strategies/Curricular Decisions

Strategies Used

The initial strategy that was used provided Kevin with more individual, direct instruction. I worked with Kevin most mornings during first hour for a couple of weeks. During this time, we primarily worked on his math homework that he had not completed the night before. At his request, we utilized food as a reward.

While individual instruction would appear to be the best course of action, Kevin pushed back with this tactic. Per his comments, the direct one-to-one instruction made him feel stupid. No amount of persuasion could convince him that this was an opportunity for him to get individualized support and instruction.

There was less resistance on Kevin's part when a small group format was introduced. Kevin and Jessie, another 8th grade student in the resource room, have been working together on math and provide each other with peer learning opportunities as well.

Lesson Plans Developed

Kevin is a kinetic learner so the more I can get him to move while doing math the better. I developed two different lesson plans that explore aspects of math in a more kinetic way. One lesson incorporated laying out a grid on the floor and graphing pairs of coordinates and later linear equations. The second lesson involves using shoes to demonstrate the Pythagorean Theorem. Both lessons integrated a lot of technology as well as being very learner-centered. In addition, I also designed and taught Kevin how to use a graphic organizer to use while solving multi-step equations.

Assessment Tools Used

Several diagnostic tools were used including Kevin's MET report as well as his NWEA and SuccessMaker scores. Math homework was used to assess his independent work with grade level math. A review of his student assignment scores also proved to be insightful to seeing the overall decline in participation, homework completion and classroom assessments.

He also self-reported scores using the VIA Strength Survey for Children and Multiple Intelligences for Adult Literacy and Education Assessment. These two assessments allowed me to see how Kevin preferred to learn as well as other areas of strength on which to build.

I also utilized the Wayne State Case Study Framework to provide a structure for my work with Kevin. By using the Wayne State Framework, I recorded my observations and developed my initial hypotheses: with 1:1 help, Kevin would show improvements in his math grade.

Results

After reviewing the results and listening to Kevin, it became obvious that Kevin did not like working in a one to one situation. In his words, it made him feel even more stupid. With that knowledge in hand, I went back to my Wayne State Case Study Framework and developed a new hypothesis: allowing Kevin more control over the work and its environment will make him feel more comfortable and more willing to accept help. At this point, his classmate Jessie joined us in a small group setting.

The small group setting turned out to be ideal and allowed Kevin to feel more comfortable with accepting help. Jessie and Kevin make a good team. While Jessie has no problem remembering multiple steps, he struggles with computation. Kevin, comparatively, is good at the computation, but struggles to retain the knowledge of the process necessary to solve the equation.

Along with this environmental change, I also used a gradual release model of doing tasks. I modeled it, we did some together and then he did some by himself. This model works well and allows for more student autonomy while allowing for Kevin to become comfortable with the new task. All of which makes Kevin happier and more willing to try.

Reflection

I wish I could say that Kevin's math ability soared with getting the extra help. Unfortunately, this is not the case. What did happen is that Kevin learned a bit more about math and me. I learned a lot about Kevin and myself. During our time together Kevin found, among other things, that he could use graphic organizers to correctly structure the solving of math equations. In addition, he discovered that he could confide in an adult his concerns about his peer relationships. As Kevin and I took our time getting comfortable with each other and developing a relationship, I learned that I cannot assume all students like 1:1 attention. For some, this makes them feel more vulnerable and they push back even with someone that they are starting to trust.

I also learned that the gradual release method works well for a lot of different students – young and old. I realized that I too like a model from which to work and a little hand-holding at the beginning. Then I like the freedom of doing it on my own and in my own way. I found that I enjoyed working with the Case Study Format as it gave me structure to my observations and a way to record and formulate my thoughts and ideas.

I have some real concerns about dropping direct-taught instruction in a resource room setting. For a student like Kevin, who is not only high risk because of social-economic factors, but also struggling with academic and peer issues putting him in a math class that he is ill equipped to handle may sink him. He knows he can't do the work and this knowledge is killing his spirit.

I can't help but spectacle about what would happen if he had a chance to stay in a direct-taught class until he was working closer to grade level. I know that the long-term desire is for the students to graduate from high school and they are required to reach a certain level of math in order to obtain their diploma. But to ask a student to make a 2 to 3 year jump in curriculum all at once is unfair and setting them up for failure. In the long-run, does the policy achieve the goal of getting more students to graduate with a diploma? It makes me wonder.

Recommendations for Adaptions and Support

- 1. Direct instruction should be considered for math instruction in the future.
- Lesson accommodations need to continue. This may include: chunking assignments into smaller pieces; use of manipulatives and calculators in math; additional time; and reading and scribing assignments as needed.
- Vocational or other hands-on classes should be explored as electives to play on Kevin's kinetic learning style preferences.
- 4. Kevin needs to continue to work with the social worker on the first IEP goals.

Appendix

Report to Teachers

	R	eport to Classroom Teacher	
From:	Genalization		Report Date: 03/12/2013
To:		Primary Disability: 340.17	713 - Specific Learning Disability
Re:	Keyan di Walker	Grade: Hr: Class	5
	819 Beaconsfield APT 16	Phone: Ph	
		es, and ideas to help	
	Education Programs and Services:	- ,	
LRC, S	chool Social Work Services		
How the	e disability impacts on learning:		
calcula weakne Due to (SS: 67 and rer	tion, math reasoning and written ex esses, cognitively, in the areas of L significant weaknesses in Long Te r), desce benefits from extended tir noval of one multiple choice on que	ole for special education services under pression. A comprehensive evaluation ong Term Retrieval, Processing Speed rm Retrieval (SS: 70), Short Term Men me on tests/assignments, tests read, pr estions that have 4 or more on tests/qu be clarified and repeated for understan	n in March of 2013 revealed signific and Short-Term Memory. Nory (SS: 48) and Processing Spee rovided and/or shortened word ban izzes. All directions and expectatic
a calcu	lator/multiplication chart is useful, e	wledge to solve problems. Weakness specially with concepts that require ma er, for math skills remediation. He initia 1 level, currently.	ath application.
attemp guess overwh not get assign	ting what he can and asking for hel at answers rather than put thought elmed very quickly and shuts dowr ting the practice he needs to reinfor	esses, often waiting for someone to show p when he gets stuck. Even when help into what is being asked. While the m n. Annown 's inconsistent in his work cor rece the concepts, being studied across commodation, depending on certain sk	is provided, he will often randomly aterial is difficult for him, he becom npletion which often is a cause for subject areas. Tests, quizzes and
useful i on leng	in helping seven Brainstorm ideas f	ften lacks detail and description in his v or a topic prior to beginning the writing been a good accommodation that allow v read and interpreted.	process. Access to a word proces
advoca peers a intonat	nting for self and at times resorts to and adults content often mumbles, s ion presents as flat with little expres	d peer interactions. He presents as a avoidance behaviors (sadness, not tall peaks very quietly and is very hard to u ssion. He sometimes keeps his head d cademics as well as his peer relationsh	king or sulking). When interacting v inderstand or hear. At times his own and can give limited eye conta
	ed Supplementary Aids and Services	from the IEPT Report:	
	ation/Accomodation/Support	Applicable Conditions	Applicable Subject Areas
	ed time of up to 2 school days aken and read aloud in the LRC	tests/quizzes/assignments tests/quizzes	All academic subjects
10313 1			All academic subjects
Clarific	allon and repetition of directions		
	ation and repetition of directions ooks/Books and textbooks on CD	tests/quizzes/assignments Assigned Novels and textbooks as	All academic subjects All academic subjects

.

Calculator and/or multiplication chart	tests and assignments	any subjects which require computation		
Provision of or reduced words banks	tests/quizzes	All academic subjects		
Removal of one multiple choice option (4 or more)	tests/quizzes	All academic subjects		
Shortened assignments	All assignments (odds or evens)	Math		
Accommodations and/or modifications as determined	tests/quizzes/assignments	All academic subjects		
Access to word processor	Length of written responses	All academic subjects		
Ext. time, small group, word processor	District wide Assessments	GPWA		
repeat/clarify instruction	District wide Assessments	GPWA		
Provision of graphic organizers	lengthy writing assignments	All academic subjects		
Frequency is on a daily/as the conditions occur unless education and special education unless otherwise indi	cated.	is column. Location pertains to both general		
Additional Comments/Information				
Current assessment information: (Res	sults are expressed as broad grade scores	3)		
Reading: Math:		,		
Strengths and Interests	Student Profile			
Auditory learner Reading decoding Visual learner Reading comprehens Hands-on Math calculations Organized Math reasoning Comments:	ion Oral expression Oral expression	-directed Eager to do well ivated Helpful parent(s) d worker Personable s for help Good potential		
Weaknesses Excessive absences Disorganize Incomplete assignments Listening sk Missing assignments Tardy Inattentive Reading deg Easily distracted Reading con Comments: Image: Construction of the second	ills			

Thank you for being our partner in helping this student be successful in your class!

IEP Goals and Objectives

Annual Goal: By March 2016, the student will develop/increase composition skills. **Objective:** By March 2016, the student will sequence ideas and write a paragraph using transitions where appropriate.

Objective: By March 2016, the student will independently proofread writing and make necessary corrections utilizing various writing checklists related to conventions, adding description, etc.

Annual Goal: By March 2016, the student will accurately solve equations that contain integers and rational numbers.

Objective: By March 2016, the student will accurately solve equations that contain integers. **Objective:** By March 2016, the student will accurately solve equations that contain rational numbers.

Annual Goal: By March 2016, the student will accurately recall and solve problems that contain formulas presented in the 8th and 9th grade curriculum.

Objective: By March 2016, the student will accurately recall common formulas presented in the 8th and 9th grade curriculum.

Objective: By March 2016, the student will use formulas presented in the 8th and 9th grade curriculum to solve problems.

Annual Goal: By March 2016, student will improve eye contact, active listening, and in addition he will respond to others so that he improves his active engaged of conversation.

Objective: Use appropriate volume, pitch, intonation, so that peers and adults can properly hear.

Objective: Use eye contact when speaking to another as well as when listening to another person speaking.

Objective: Student will respond to others so that they know he is listening and engaged in the conversation.

Progress Report

Progress Report	1 of 2
Student Name:	(P)rogress Toward Objectives (S)tatus of Objectives 1 - None Y - Expected by IEP exp date
Primary Teacher:	2 - Limited N - Not expected by IEP exp date 3 - Moderate NA - Not addressed this period
IEP Date: 03/06/2014	4 - Considerable 5 - Achieved NA - Not addressed this period
Academic - Mathematics: Computation	04/14 06/09 11/10 01/23 2014 2014 2014 2015 PSPSPSPSPSPSPSPSPSPS
Annual Goal with the able to successfully apply the rules of integers 65% of the time on informal assessments.	
Objective: Twoyar will be able to verbally describe the rules that govern adding, subtracting, multiplying and dividing integers.	2 Y 3 Y 4 Y 5 Y
Objective: Second will be able to successfully complete equations that contain integers.	NANA 3 Y 4 Y 4 Y
Academic - Mathematics: Applications	04/14 06/09 11/10 01/23 2014 2014 2014 2015 PSPSPSPSPSPSPSPSPSPS
Annual Goal will be able to solve equations 70% of the time on informal assessments by March 2015.	
Objective: will be able to solve equations that contain proportions.	NANA 2 Y 3 Y 4 Y
Objective:	2 Y 2 Y 3 Y 4 Y
Affective: Interactions	04/14 06/09 11/10 01/23 2014 2014 2014 2015 PSPSPSPSPSPSPSPSPS PSPSPSPS
Annual Goal: By March 2015 Comp will improve eye contact, active listening to 50 percent of the time, in addition he will respond to others so that he improves his active engaged of conversation to 50% of the time.	
Objective: Use appropriate volume, pitch, intonation, so that peers and adults can properly hear.	2 Y 3 Y 4 Y
Objective: Use eye contact when speaking to another as well as when listening to another person speaking.	
Objective: Keyan will respond to others so that they know he is listening and engaged in the conversation.	
English Language Arts Grade Level Content Expectations: Writing	04/14 06/09 11/10 01/23 2014 2014 2014 2015 PSPSPSPSPSPSPSPSPSPS
Annual Goal: The student will develop/increase use of the writing process and personal style with 75% proficiency upon completion of a writing assignment.	
Objective: W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.	2 Y 3 Y 4 Y 4 Y
Objective: W.PR.04.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational piece.	2 Y 3 Y 4 Y 4 Y
	Revised August 2014

	MULTIDISCI	PLINARVI	EVALUATION TEAM SUMMARY MET Date: 03/07/2013			
Name:			te: 9/29/2001 School: School			
. PARENT INPUT			Purpose: V Initial Reevaluation			
	Phone		Other:			
Written communi	cation Date: 02/25/20)13				
	Psychologist					
By:	(Name & Tit		Signature of Parent/Guardian/Student (@ Age of Majority) (If present at meeting)			
II. EVALUATION	PROCEDURES AND		EVALUATION PROCEDURES/RESULTS			
IIIE	EVALUATOR	DATE	(Test results must be expressed in exact criteria such as, standard score, percentile, or IQ.)			
EDUCATIONAL	Boly		All Achievement Test results reviewed by Special Education Teacher at			
_	Special Ed. Teacher	03/07/2012	Middle School			
	-1		WJ III Achievement Scores			
			Basic Reading 106 Reading Comp 85			
			Math Calculation 73			
¥7.			Math Reasoning 82 Written Expression 71			
	1 and 1		KTEA-II			
		03/07/2012	Math Concepts and Applications 79			
			Math Computation 67			
✓ PSYCHOLOGICAL	Solution-Ben		All cognitive test results reviewed by the strength, School Psychologist at Middle School			
	Psychologist	03/07/2012	12 WJ III			
			CHC Factors Comprehension Knowledge 85			
			Long Term Retrieval 70			
			Visual Spatial Thinking 82			
			Auditory Processing 82 Processing Speed 67			
			Short Term Memory 48			
			WISC IV			
			Verbal Comprehension Index 81			
			Perceptual Reasoning Index (fluid reasoning) 67 Working Memory Index 80			
			Processing Speed Index 53			
			Full Scale IQ 64 With the differences in the second			
			explain the differences in his processing, please note the differences in his abilities with			
			verbal processing being an area of relative strength for him			
RELATED	Speech and lang	uage	Speech/Language Assessment reviewed by			
SERVICES	SLP-CCC	03/07/2012	School			
			CELF-4			
			core language score 84 receptive language score 79			
			expressive language score 93			
			language content score 90			
			language memory index 82			
			hearing, voice and fluency all within normal limits articulation f/th substitution			
(Sp & Lang, School	Anna Justo	P	All social/emotional assessments reviewed by Fam Received, School Social Worker at Middle School			
Social Work)	School Social Worker	03/02/2012				
			BASC-2 Teacher Comp. Depression T78, Learning probs T74, Withdrawal T75, Func. Comm. T24 Teacher Comp. depression T108, Learning probs T72, Withdrawal T80, Func.			
			Comm.T19, ResiliencyT30			
	1		-			
MEDICAL/OTHER						

 (Including agency			
Required classroom obser	vation by a team member OTHER than the gen Observed by	eral education teacher for EI and LD evaluations only.	iin in
02/25/2013	Perro Recolucione	School Social Worker	-

III. SUMMARY OF ASSESSMENT DATA:

Provide a narrative summary of the assessment results which will be used as a basis for the development of the student's present level of academic achievement and functional performance statement. Include the impact the assessment results will have on the development of the Individualized Education Program (IEP).

Accurate a sixth grade student who had a comprehensive evaluation in March of 2012 to determine special education eligibility under specific learning disability (SLD) or speech and language impaired (SLI). Results of his cognitive testing revealed relative strengths in the areas on the WJ-III cognitive battery in Comprehension-Knowledge, Visual-Spatial Thinking and Auditory Processing. Significant weaknesses were demonstrated in the areas of Long Term Retrieval, Processing Speed and Short-Term Memory. How was also administered academic subtests to assess his skills in reading, math, and writing. An area of relative strength of the specific shie shis basic reading skills and reading comprehension. Weaknesses were seen in the areas of math calculation, math reasoning and written expression.

Results from the speech pathologist indicate average to low average language skills. Weaknesses were noted in following multi-step directions and understanding spoken paragraphs.

Teachers report that **Report** struggles with most subjects. He has difficulty with directions. He was not proficient in any area on state/district tests this year thus far.

Rectance is increasingly displaying withdrawn behaviors and episodes of being overwhelmed with the work expectations. He is struggling socially in school and has sought out help from the counselor and social worker due to his concerns about not understanding the school work and not having any friends in school.

Revised August 2014

lame: they are the	•	Birthdate:	School:	Pierce	viid	dis Seinth
Direction	s: Indica	ate the name of the report in the first colum	nn. Check 🖌 YES if c	riteria	net,	check NO if criteria not met.
	Repo	rts cited are those used to develop the ME	T Summary and must be c	urrent;	with	in the last 12 months.
340.1705 Cognitive	Impairm	ent	340.1710 Speech	and La	ngu	age Impairment
supporting Report	YES/N		Supporting Report	YES	/NO	
	_ L]L	Development at or below 2 S.D. below mean	SLP-CCC		_	Adversely affects educational performance
		Achievement in reading and math in lowest 6 %iles	SLP-CCC	One or n	Jore I	of the following: Articulation Impairment
		Lack of development - cognitive domain	SLP-CCC			Voice Impairment
		Impairment of adaptive behavior	SLP-CCC			Fluency Impairment
340.1706 Emotiona	Impair	ment	SLP-CCC			Language Impairment
Be	havioral p		SLP-CCC		V	Spontaneous language sample
	-UL	Primarily in affective domain	SLP-CCC		~	2 standardized assessment instruments or 2 subtes
		Over extended period of time	340.1711 Early C	hildho	od E	Developmental Delay
and the second sec		Adversely affects educational performance and needs special education support	d	_ [Child through seven years of age
Be	havior ma	mifested by one or more of the following:		_ [Cannot be determined through existing criteria in
		Inability to build or maintain interpersonal				other eligibility rules
		relationships Inappropriate behaviors or feelings	······			Delay in one or more areas of development equal or greater than 1/2 of expected development
		General pervasive mood of unhappiness or	✓ 340.1713 Specifi	ic Lear	ning	Disability
		depression	man The student did and			ability is determined by:
		Tendency to develop physical symptoms or fe	level standards in re	esponse	lo sci	ent progress to meet age or state approved grade ientific, researched based intervention.
D	ocumenta	tion of the following: Adaptive behavior within nonacademic setting	Or The student exhibit	s a natte	mof	strengths and weaknesses in performance,
	- +++	Observation of behaviors of primary concern	✓ achievement or bot	h relative		tudent's age or state approved grade level standards
	- 22	Intervention strategies used; length of time;	intellectual develop		12	
		results Relevant medical information (if no relevant		isability	-	und in one or more of the following:
		information write "none" in the supporting	Psychologist	<u> </u> _	-	Oral expression
		report column.) Behaviors related to schizophrenia or similar	Psychologist	— L		
to open and the familie of the first		disorders (if no relevant behaviors, write "nor				Written expression
		in supporting report column)	Psychologist	— <u> </u> _		Basic reading skill
1	senavior n	ot primarily result of:	Psychologist			Reading comprehension
		Intellectual factors	Psychologist Psychologist			
	- 86	Sensory factors Health factors	Psychologist	~		Mathematics calculation Mathematics reasoning
		7	where the second s	_		the result of:
340.1707 Hearing	L_L Imneirn	Social Maladjustment	Psychologist		~	
Hearing		Adversely affects educational performance or	Psychologist		~	Emotional, cognitive impairments, or ASD
		interferes with development	Psychologist		~	Environmental, cultural or economic differences
inne se wijer oor een oor oor oor oor		Otolaryngology evaluation	L School Social Worker	Documen		n of the following: Observation by team member of relevant behavior
_		Audiology evaluation				Appropriate instruction in regular education settin
340.1708 Visual In	ipairmei		General Ed. Teacher	~		qualified personnel
		Interferes with development or adversely affe educational performance	ets Psychologist	1		Relevant medical information (if no relevant
		Ophthalmological/Optometric evaluation	None			information write "none" in the supporting report column.)
(ne or moi	e of the following:	Psychologist	1		Not correctable without special education
		Central visual acuity 20/70 or less	340.1714 Severe	Multi	ole I	mpairment
		Peripheral field restricted to no more than 20			the j	following:
		degrees Diagnosed progressively deteriorating eve				Development 2-3 S.D. below mean and 2 or more following:
		condition		Г		Hearing not primary means to develop speech/ lan
If a		00 or less or field not more than 20 degrees				Vision not sufficient for independent mobility
		Evaluation and recommendation by O&M				Physical impairment prevents independent ADL
340.1709 Physical	Impairm	lent				Medically at risk
		Severe orthopedic impairment		Or		Development 3 or more S.D. below mean (or unte
		Adversely affects educational performance		L		and 1 or more of the following:
7		Assessment data from approved physician	weather and the second			Hearing not primary means to develop speech/ lar
340.1709a Other H	ealth Im	-				Vision not sufficient for independent mobility
		Chronic or acute health problems		— <u> </u> _		Physical impairment prevents independent ADL
		Adversely affects educational performance				Medically at risk
		Assessment data from approved physician		Alen		Medical reports appropriate to disability

Revised August 2014

Name:	Keyan Walker		Birthdate:	State S	chool: Fren	e Middle	School		-
	Directions: Indica	te the name of the rea	port in the first column. Che	eck VES	if criteria me	et, check	NO if	f criteria not met	t.
			ose used to develop the ME						
340.1	715 Autism Spectrum				Traumatic				
Supporting	g Report YES/NO			Suppor	ting Report	YES/NO			
		Adversely affects edu	cational performance				Acquired force	injury to brain by	external physica
	🗆 🗆	Typically manifested	before 36 months of age				Adversel	y affects education	al performance
	Qualitative impairment more of the following:	in reciprocal social inte	raction including two or					ent data from appr	
		I Impairment in use of r	nultiple non-verbal behaviors	Concerning Street of the Arriver		Impairn	nent in or	ne or more of the f	ollowing
			-appropriate peer relationships					gnition	
	L_J L		uppropriate peer retationships					ention	
			eous seeking to share with				Ph	vsical functioning	
		others Impairment in social/e	motional reciprocity					eech	
	Oualitative impairment i	1 .	an an an an Array Array				Concession of Concession, Name	nguage	
			en language with no attempt at					asoning	
		alternative modes of c						ormation processi	ng
	[] []	Impairment in pragma conversation	tics or ability for reciprocal					mory	
		Stereotyped and repet	itive or idiosyncratic language				Be	havior	
			te varied, spontaneous				Not a res	ult of injuries that	are congenital
		make-believe or socia						tive or due to birth	
	Restricted, repetitive and		ncluding one of the following: a or more stereotyped	340 171	7 Deaf-blind	ness			
			nterest abnormal in intensity or		/ Dear Dinia		Documer	ited hearing and vi	sual losses that i nal performance
		Inflexible adherence t rituals	o nonfunctional routines or				Requires	additional hearing s unique needs	
		Stereotyped and repet	itive motor mannerisms					ent data from appr	opriate medical
		Persistent preoccupati	on with parts of objects				specialist		
	Not primarily a resu	lt of:							
		Emotional impairmen	t						
		Schizophrenia							
IV. EL	IGIBILITY RECO	MMENDATION	Eligible	Ineligibl	e				
DESIG	NATE PRIMARY	DISABILITY V	WITH A CHECK						
	340.1705 Cognitive I	Impairment	340.1709a Other Health	h Impairmer	nt	34	0.1714	Severe Multip	ple Impairme
	340.1706 Emotional	Impairment	340.1710 Speech & La	nguage Imp	airment	34	0.1715	Autism Spect	rum Disorde
$\overline{\Box}$	340.1707 Hearing Im	npairment	340.1711 Early Childho	ood Develop	omental	34	0.1716	Traumatic Br	ain Injury
	340.1708 Visual Imp	pairment	Delay			34	0.1717	Deaf-blindne:	SS
	340.1709 Physical In	npairment 🗹	340.1713 Specific Lear	ning Disabi	lity				
	igible, designate in	-	ated:						
in mer	igiore, designate in	ipaninen(s) evalua							

in math or by limited English proficiency. V. MET Members: (Signature, with title)

	Agree Disagree		Agree Disagree
tai, Buen	Psychologist	Sma Leslie	Special Ed. Teacher
	Agree Disagree		Agree Disagree
Page Pauliclean	School Social Worker	Paul Buoker	General Ed. Teacher
	Agree Disagree		Agree Disagree
Anna Bass	SLP-CCC		
			(A dissenting opinion may be attached)
VI. MET Representative to	EPT: Judy Ignagni		Revised August 2014

Student Test History

							150011630
Stud	dent Test History						
Name	Walker Herrory		Grade	08		rent Information	k.
Student	ID 100000000		ELL Des	ig/Class			
School	3031 Diesse Middle G	induced in the second	Instr. Se				
				t	11	osso Pointe Parky We	
Birthda			GATE		(@	0)78-022	
Gender	M						
Enter D	ate and the t		Teacher	20-	Self- Dent	n Andrea	
	Test Information			School I	nformation	Score Inf	ormation
Date	ID Test Name	Subject	MM School		Teacher	Score/ Possible Prof.	Description
Grade	04				Tedener	Possible Proi	Description
05/15/11	4553 General Painte Writing (02-08)	ELA	Trumbright	ry	Unknown	3/7 2	Marginally Competent
04/15/11	3737 NWEA Math-Spring (NPR)	Math	diremely En	montary	Unknown	2/99 5	Level 5
04/15/11	3732 NWEA Math-Spring (RIT)	Math	Anombly Bi	in the second	Unknown	181/400 5	Level 5
04/15/11	3708 NWEA Reading-Spring (NPR)	Reading	discussion of the	in the second	Unknown	9/99 5	Level 5
04/15/11	3696 NWEA Reading-Spring (RIT)	Reading	Teorebiy file	mentary	Unknown	186 / 400 5	Level 5
Grade							
	33993 NWEA Language-Winter (NPR)	ELA	Trombby Ele	montany	Unknown	18/99 5	Level 5
01/31/12	34000 NWEA Language-Winter (RIT)	ELA	Contractory Electron	intervention	Unknown	199/400 5	Level 5
05/15/12		ELA	Security St.	y	Unknown	2/7 1	Not Competent
10/04/11	34056 NWEA Math-Fall (NPR)	Math	Chomby En	montary	Unknown	1/99 5	
10/04/11	34068 NWEA Math-Fall (RIT)	Math	Thombly Bi	Automaticana	Unknown	178/400 5	Level 5
01/31/12	13976 MEAP Math-Overall_ 34010 NWEA Math-Winter (NPR)	Math	Trombiy Ex	y	Unknown		Not Proficient
)1/31/12	34021 NWEA Math-Winter (RIT)	Math Math	Contracting the	manias/	Unknown	1/99 5	
)5/15/12	34304 NWEA Math-Spring (NPR)	Math	Tromby En		Unknown	175/400 5	
05/15/12	34316 NWEA Math-Spring (RIT)	Math			Unknown	2/99 5	
0/04/11	34097 NWEA Reading-Fall (NPR)	Reading	Therease	,	Unknown	189/400 5	
0/04/11	34088 NWEA Reading-Fall (RIT)	Reading	Terminity Ele	menion	Unknown	18/99 5 194/400 5	
0/15/11	13982 MEAP Reading-Overall_	Reading	Treadily Fi	montary	Unknown		Not Proficient
1/31/12	34032 NWEA Reading-Winter (NPR)	Reading	-	y	Unknown	9/99 5	
)1/31/12	34038 NWEA Reading-Winter (RIT)	Reading	Copyrelling	to start	Unknown	191/400 5	Level 5
5/15/12	34328 NWEA Reading-Spring (NPR)	Reading	Teambly life	and any	Unknown	2/99 5	Level 5
	34334 NWEA Reading-Spring (RIT)	Reading	Trumbly Ele	e e e e e e e e e e e e e e e e e e e	Unknown	182 / 400 5	
0/15/11	13986 MEAP Science-Overall_	Science	Thomay the	ry	Unknown	470/661 4	Not Proficient
Grade							
0/29/12	36193 CA 06 Lifeskills- Q2 Tools and Kitchen Math POST TEST	Career Tech. Ed.	Bionom Midd	le Geheol	Omilopianaiie	9/354	Not Proficient
0/09/12		ELA	PlanperMidd	Gehool	Deengmannet	n 2/10.4	Not Proficient
0/10/12	36203 GECA 06 ELA - Q1	ELA	Riesseshlide	- Bahaala	Banganati		Not Proficient
	e Measures (MM) Test						
	16/2015 8:19:32 AM (Current)	0-t-	vise www.datawis				

	Test Information			School Ir	formation	Score Inf	ormation
Date	ID Test Name	Subject	мм	School	Teacher	Score/ Possible Prof.	Description
05/15/13	37569 Grosse Buinte Writing (02-08)	ELA		Diarce Middle Ochool	Drengman stan	2/7 1	Not Competent
10/15/12	35689 MEAP Math-Overall_	Math		Pierce Middle Scho ol	Unknown	571/758 4	Not Proficient
01/31/13	35982 NWEA Math-Winter (NPR)	Math		Diegeskilddie School	Unknown	1/99 5	Level 5
01/31/13	35991 NWEA Math-Winter (RIT)	Math		Dieses Middle Scho ol	Unknown	186 / 400 5	Level 5
02/01/13	36619 CA 06 PE S2 Pushup	P.E.		Plate Middle Softool	dild###Bating	1/54	Not Proficient
10/15/12	35695 MEAP Reading-Overall_	Reading		Ciarco Middle School	Brengmannala n	598 / 724 4	Not Proficient
01/31/13	36003 NWEA Reading-Winter (NPR)	Reading		Ciarde Middle School	Brungmang Jan	1/99 5	Level 5
01/31/13	36022 NWEA Reading-Winter (RIT)	Reading		Plerce Middle School	Brengman, Jan	181/400 5	Level 5
10/01/12	36216 CA 06 Sci Q1	Science		Pierce Middle School	Kelgan, Callin	4/104	Not Proficient
04/12/13	36606 🖤 CA 6 Sci Q3	Science		Pierce Middle School	Kefgen, Callin	8/102	Proficient
10/15/12	36202 CP CA 6 SS Q1	Social Studies		Sierce Widdle School	Quinn Katheyn	7/204	Not Proficient
10/15/12	35700 MEAP Social Studies-Overall_	Social Studies		Rierce Middle School	Guinn, Kathy n	569 / 699 4	Not Proficient
)1/11/13	36171 OP CA 6 SS Q2	Social Studies		Cierce Middle School	Quinn, Kathryn	0/204	Not Proficient
03/28/13	36156 CA 6 SS Q 3	Social Studies		Rierce Middle School	Ouinn Kethgyn	15/20 2	Proficient
03/29/13	36613 🕀 CA 6 SS Q4	Social Studies		Rieros Middle School	Quinn, Kathow	16/20 2	Proficient
Grade	07						
03/15/14	38219 EXPLORE Composite - Grade 08			Pierce Middle School		11/25 1	Score Range 0-12
03/15/14	38221 EXPLORE English - Grade 08	ELA		Elgree Middle School	Taylor Brenda	9/25 1	Score Range 0-12
03/15/14	38223 EXPLORE English College Readiness - Grade 08	ELA		Pierce Wilddle School	Taylor, Bronda	9/25 1	CR Benchmark Not Met
)1/31/14	38045 NWEA Math-Winter (NPR)	Math		Pierce Middle School	Unknown	3/99 5	Level 5
)1/31/14	38056 NWEA Math-Winter (RIT)	Math		Cierce Middle School	Unknown	195 / 400 5	Level 5
03/15/14	38226 EXPLORE Math - Grade 08	Math		Pierce Middle School	Unknown	11/25 1	Score Range 0-12
)3/15/14	38228 EXPLORE Math College Readiness - Grade 08	Math		Rigroo Middle Stilling	Unknown	11/25 1	CR Benchmark Not Met
01/31/14	38068 NWEA Reading-Winter (NPR)	Reading		Pierce Middle Ophobl	Taylon Bronda	14/99 5	
)1/31/14	38087 NWEA Reading-Winter (RIT)	Reading		Plence Middle School	Taylor, Brenda	203/400 5	Level 5
)3/15/14	38230 EXPLORE Reading - Grade 08	Reading		Pigme Middle Schoul	Taylor Bronda	8/25 1	Score Range 0-12
3/15/14	38232 EXPLORE Reading College Readiness - Grade 08	Reading		Pierce Middle School	Taylor, Brondo	8/25 1	CR Benchmark Not Met
03/15/14	38236 EXPLORE Science - Grade 08	Science		Rierce Middle School	Portile, Jeck		Score Range 13-15
3/15/14	38238 EXPLORE Science College Readiness - Grade 08	Science		Pierce Middle School	Petileslack	14/25 1	CR Benchmark Not Met

X = Multiple Measures (MM) Test Roster: 4/16/2015 8:19:32 AM (Current) 04-16-2015

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Page 2 of 2

Student Assignment Reports

-17-2015		Student: •	Contraction of the local data	P			Page
Teacher: Quarter:	Sind Quarter			Class: Hour:	ENGLISH 6	8	
	Assignment Title	Due Date	Category		and the second second	Dointe / Mars	
	ed Farmhouse Poem/WS	01/15/2015				Points / Max	Grade
	ree Poem/WS	01/20/2015				0 / 20	0.0%
	ime Sharing Poem/WS	01/21/2015				0 / 20	0.0%
	the Hesperus Poem/WS	01/22/2015				0 / 20	0.0%
	amily Photographs Poem/WS	01/23/2015				0 / 20	0.0%
	Poem/WS	01/27/2015				0 / 20	0.0%
and the second sec	f Flow Poem Analysis	01/28/2015				0 / 20	0.0%
8. AOW - HC	DNY	02/03/2015				0 / 20	0.0%
9. Poetry Co	llection	02/05/2015				0 / 30	0.0%
and the second se	alysis Test	02/06/2015				46 / 50	92.0%
	. 4-6 Plot/Primary Sources	02/13/2015				17 / 20	85.0%
12. Chains Ch	. 7-9 Plot Tracker	02/23/2015				0 / 20	0.0%
	. 1-12 Illuminator	02/26/2015				12 / 20	60.0%
	iz Ch. 1-12	03/02/2015				4 / 10	40.0% E
15. Chains Syr	mbols Ch. 13-16	03/04/2015				10 / 25	40.0% E
16. Chains Syr	mbols or Plot Summarizer Ch. 17-19	03/06/2015				10 / 10	100.0% A
	. 20-24 Plot Summarizer	03/10/2015				10 / 10	100.0% /
18. Chains Qui	iz Ch. 13-24	03/11/2015				0 / 20	0.0% E
19. Chains Bee	es' Symbolism Ch. 25-30	03/13/2015				15 / 25	60.0% E
20. Chains Pas	ssage Analysis Part 2	03/19/2015				20 / 20	100.0% A
21. Chains Cha	apter Symbols 37-40	03/26/2015				15 / 15	100.0% A
		00/20/2015					0.00/ 5
22. Q3 IRAs		03/27/2015				0 / 20	
Teacher:	Stangeren, Somiter 3rd Quarter	03/27/2015		Class:	Current (MATH 8	95 / 100	95.0% A
Teacher:			-	Class: Hour:		95 / 100 Grade:	0.0% E 95.0% A 47.00%
Teacher: Quarter:	3rd Quarter	Due Date	Category		MATH 8	95 / 100 Grade: Points / Max	95.0% A 47.00% Grade
Teacher: Quarter: 1. 8.1 HW	3rd Quarter Assignment Title	Due Date 01/21/2015	Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10	95.0% A 47.00% I Grade 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2	3rd Quarter Assignment Title	Due Date 01/21/2015 01/26/2015	Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10	95.0% A 47.00% Grade 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW	3rd Quarter Assignment Title	Due Date 01/21/2015 01/26/2015 01/28/2015	Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10	95.0% A 47.00% Grade 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - RJ	3rd Quarter Assignment Title ates of Change	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015	Homework Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 10 / 10	95.0% A 47.00% Grade 100.0% A 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ra	3rd Quarter Assignment Title ates of Change ' - quiz 7a	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015	Homework Homework Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10	95.0% A 47.00% 100.0% A 100.0% A 100.0% A 100.0% A 100.0% Z
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - RJ 5. Review HW	3rd Quarter Assignment Title ates of Change - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 01/30/2015	Homework Homework Homework Homework Homework Assessments		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 0 / 10 48 / 100	95.0% A 47.00% Grade 100.0% A 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ri 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit	3rd Quarter Assignment Title ates of Change - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 01/30/2015 02/02/2015	Homework Homework Homework Homework Assessments Assessments		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 0 / 10 48 / 100 / 3	95.0% A 47.00% 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 0.0% Z 48.0% E
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ri 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW	3rd Quarter Assignment Title ates of Change I - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 01/30/2015 02/02/2015 02/04/2015	Homework Homework Homework Homework Assessments Assessments Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10	95.0% A 47.00% I 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% Z 48.0% E EC 50.0% E
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ri 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 3. 7.4 HW 9. 7.5 HW #1	3rd Quarter Assignment Title ates of Change I - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 02/02/2015 02/04/2015 02/06/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 0.0% Z 48.0% E 50.0% E
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - R; 5. Review HW 5. Quiz 7.1-7 7. Extra Credit 8. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2	3rd Quarter Assignment Title ates of Change I - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 01/30/2015 02/02/2015 02/04/2015 02/06/2015 02/06/2015 02/06/2015 02/09/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% I 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% Z 48.0% E
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - R; 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2 1. Slope Quiz	3rd Quarter Assignment Title ates of Change I - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 01/30/2015 02/02/2015 02/02/2015 02/06/2015 02/06/2015 02/06/2015 02/09/2015 02/09/2015 02/10/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Homework Assessments		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 12	95.0% A 47.00% 47.00% 100.0% A 100.0% A 100.0% A 100.0% A 100.0% E 50.0% E 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - R; 5. Review HW 5. Quiz 7.1-77. 7. Extra Credit 3. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2 1. Slope Quiz	3rd Quarter Assignment Title ates of Change I - quiz 7a 4	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 02/02/2015 02/04/2015 02/05/2015 02/109/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/12/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Homework Assessments Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10 10 / 10 10 / 10 5 / 10 10 / 10 5 / 10 10 / 10 / 10 10 / 10 / 10 10 / 10 / 10 10 / 10 / 10 10	95.0% A 47.00% 47.00% 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - R. 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW 0. 7.5 HW #1 0. 7.5 HW #2 1. Slope Quiz 2. 7.6 HW #1 3. 7.6 HW #2	3rd Quarter Assignment Title ates of Change - quiz 7a 4 t - Quiz 7a	Due Date 01/21/2015 01/26/2015 01/28/2015 01/30/2015 01/30/2015 02/02/2015 02/04/2015 02/06/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/11/2015 02/12/2015 02/12/2015 02/13/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Assessments Homework Assessments Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% 47.00% 100.0% A 100.0% A 100.0% A 100.0% Z 48.0% E E 50.0% E 100.0% A 100.0% A
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ri 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2 1. Slope Quiz 2. 7.6 HW #1 3. 7.6 HW #2 4. Quiz 7.4 - 7.5	3rd Quarter Assignment Title ates of Change '- quiz 7a 4 t - Quiz 7a .6	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 02/02/2015 02/04/2015 02/05/2015 02/09/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/11/2015 02/13/2015 02/13/2015 02/25/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Assessments Homework Homework Homework Assessments		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% 100.0% A 100.0%
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ri 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2 1. Slope Quiz 2. 7.6 HW #2 3. 7.6 HW #2 4. Quiz 7.4 - 7.5 5. Review 7b F	3rd Quarter Assignment Title ates of Change - quiz 7a 4 - Quiz 7a .6 W	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 02/02/2015 02/04/2015 02/09/2015 02/10/2015 02/10/2015 02/10/2015 02/10/2015 02/11/2015 02/12/2015 02/13/2015 02/25/2015 02/25/2015 02/25/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Assessments Homework Homework Homework Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% 47.00% 47.00% 100.0% A 1
Teacher: Quarter: 1. 8.1 HW 2. 8.1 HW #2 3. 8.2 HW 4. 7.3 HW - Ric 5. Review HW 5. Quiz 7.1-7.4 7. Extra Credit 8. 7.4 HW 9. 7.5 HW #1 10. 7.5 HW #2 11. Slope Quiz 2. 7.6 HW #2 2. 7.6 HW #1 3. 7.6 HW #2 4. Quiz 7.4 - 7 5. Review 7b H 6. Slope-interco	3rd Quarter Assignment Title ates of Change - quiz 7a 4 t - Quiz 7a	Due Date 01/21/2015 01/26/2015 01/28/2015 01/29/2015 01/30/2015 02/02/2015 02/04/2015 02/06/2015 02/10/2015 02/10/2015 02/10/2015 02/12/2015 02/13/2015 02/13/2015 02/25/2015 02/25/2015 02/25/2015 02/25/2015 02/25/2015 02/26/2015	Homework Homework Homework Homework Assessments Assessments Homework Homework Homework Homework Homework Assessments Homework Assessments Homework Homework Homework		MATH 8	95 / 100 Grade: Points / Max 10 / 10 10 / 10 10 / 10 10 / 10 0 / 10 48 / 100 / 3 5 / 10 10 / 10 48 / 100 / 3 5 / 10 10 / 10	95.0% A 47.00% 47.00% 47.00% 100.0% A 100.0% A 100.0% A 100.0% E 100.0% A 45.8% E 70.0% C 100.0% A 66.0% D
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Student Assignment Scores

GRADE CODES/ABBREVIATONS:

Teacher: Quarter: 3rd Quarter		Class: Hour:	MATH 8 5	Continued	
Assignment Title	Due Date	Category		Points / Max	
26. Review #1	03/24/2015	Homework			Grade
27. Review #2	03/25/2015	Homework		10 / 10	100.0% A
28. Quiz 8.1-8.2	03/25/2015	Assessments		0 / 10	0.0% E
29. Extra Credit - Quiz 8a	03/26/2015	Assessments		50 / 100	50.0% E
30. 8.4 HW	03/30/2015	Homework		/2	E
31. 8.5 HW	04/01/2015	Homework		10 / 10	100.0% A
32. 8.6 HW	04/02/2015	Homework		0 / 10	0.0% E
		Homenon		/ 10	
Teacher: Bergeraniae			Curren	t Grade:	60.00% D
Quarter: 3rd Quarter		Class: Hour:	SOCIAL S 4	TUDIES 8	
Assignment Title	Due Date	Category	New York State	Points / Max	Grade
1. Current Event 1/30	02/05/2015				
2. Test 9: A New Republic	02/05/2015			65 / 100	65.00% D
Current Event 2/6	02/12/2015			5 / 10	65.0% D
4. Study Guide 10	02/24/2015			the second se	50.0% E
5. Current Event 2/13	02/24/2015			6 / 10	60.0% D
Test 10 : War of 1812. Louis. Pu	irchase 02/24/2015			65 / 100	X
Current Event 2/28	03/04/2015			Manager Manager and Manager	65.0% D
 Current Event 3/6 	03/11/2015			10 / 10	100.0% A-
9. Test 11, Inventions, Regional G				10 / 10	100.0% A-
10. current Event3/13	03/23/2015			65 / 100	65.0% D
11. current event 3/20	03/23/2015			10 / 10	100.0% A-
12. Test 12 Jackson	03/23/2015			10 / 10	100.0% A-
13. Current Event 3/27	03/31/2015			50 / 100	50.0% E
14. Map Manifest Destiny	04/02/2015			9 / 10	90.0% A-
15. Test 13 Manifest Destiny	04/13/2015			10 / 11	90.9% A-
			Current	/ 100	I
Feacher:					65.00% D
Quarter: 3rd Quarter		Class: Hour:	SRC SEM 2 1	2	
Assignment Title	Due Date	Category		Points / Max	Grade
January 26th-April 2nd	04/15/2015			170 / 220	77.3% C+
			Current		77.00% C+
eacher:					77.0070 CT
Quarter: 3rd Quarter Assignment Title		Class: Hour:	LIFESKILLS 3	S	
. Supply Check	Due Date	Category		Points / Max	Grade
. Internal/External Identity Traits	01/28/2015			20 / 20	100.0% A+
. Collage	01/28/2015				х
. My Strengths and Weaknesses	02/05/2015			22 / 30	73.3% C
Mask Activity	02/06/2015			15 / 15	100.0% A+
. All About Me Reflection	02/13/2015			20 / 25	80.0% B-
	02/13/2015			10 / 10	100.0% A+
Rudy Quiz Child Development Warm-Lin Ques	02/27/2015			50 / 50	100.0% A+
e arpinent trainit op Ques				10 / 10	100.0% A+
, , , , , , , , , , , , , , , , , , ,	03/06/2015				X
 Egg Baby Letter (signed by parent) 	//=			10 / 10	100.0% A+
1. Egg Baby Project	03/20/2015			70 / 100	70.0% C-
Electronic Baby Activity	03/23/2015			41 / 50	82.0% B-
 Sewing Project #1: Rice Pack 					

GRADE CODES/ABBREVIATONS:

4-17-2015

Student: WALKER, KEYAN Continued...

Page 3 of 3

					Current Grade:	84.00% B
Teac Qua	rher: Radia Contractor rter: 3rd Quarter	Cid55;			INTRO-WDS/MTLS 2	
	Assignment Title	Due Date	Category		Points / Max	Grade
1.	Tool/Machine Identification Test	01/30/2015				X
2.	Safety Contract	02/02/2015			7 / 10	70.0% C-
3.	Safety Quiz	02/02/2015			25 / 25	100.0% A+
4.	Wooden Napkin Holder	04/01/2015			10/10	X
5.	Wooden Plant Holder	04/01/2015				X
6.	Metal Plant Holder	04/01/2015				X
7.	Metal Toolbox	04/01/2015	-		87 / 100	87.0% B+
					Current Grade:	88.00% B+

GRADE CODES/ABBREVIATONS:

			And the second				Page 1
Teacher: Quarter:	2nd Quarter			Class: Hour:	ENGLISH 6	8	
	Assignment Title	Due Date	Category			Points / Max	Grade
1. Holoca	ust Mini-Research Project Presentation	10/31/2014				19 / 25	76.0% 0
2. Literary	y Focus (Drama) W/S	11/11/2014				19 / 25	76.0% 0
3. Anne F	rank Test	11/21/2014				23 / 33	69.7% E
4. Holocar	ust POV piece	12/01/2014				10 / 10	100.0% A
5. 11 sent	tence paragraph Life/AF	12/04/2014				16 / 20	80.0 % E
6. RR/STS	S Analysis W/S	12/15/2014		The second second		33 / 40	82.5% E
7. FFA QV	V, ? & chart	12/30/2014		100 C		12 / 20	60.0 % C
8. SCOPE		01/09/2015		Contract Balance		2 / 20	10.0 % E
9. AOW -	Too Much Sugar	01/13/2015				15 / 20	75.0% C
10. Persona	al Challenges Unit Assessment	01/13/2015				44 / 50	88.0% B
11. Spelling	g Bee E/C	01/16/2015				/ 0	E
12. Q2 IRA		01/22/2015				85 / 100	85.0% B
					Current		
					Current	Grade:	77.00% C
Teacher: Quarter:	2nd Quarter			Class: Hour:	MATH 8 5		
	Assignment Title	Due Date	Category			Points / Max	Grade
1. 4.6 HW	#1 - Negative Exponents	11/10/2014	Homework			5 / 10	50.0% E
	#2 - Negative Exponents	11/11/2014	Homework			10 / 10	
	#1 - Practice WS	11/12/2014	Homework				100.0% A
	#2 - Scientific Notation	11/13/2014	Homework			5/10	50.0% E
5. Quiz Re	eview HW	11/14/2014	Homework			10 / 10	100.0% A
6. Quiz 4 -	- Exponents	11/17/2014	Assessments			5 / 10	50.0% E
	redit - Quiz 4	11/18/2014	Assessments			63 / 100	63.0% D
8. 5.1 HW		11/19/2014	Homework			/ 3	E
9. 5.1 HW	and the second	11/19/2014	Homework			10 / 10	100.0% A
10. Review		11/24/2014	Homework				X
11. Quiz 5.1	and the second se	11/24/2014	Assessments			/ 10	
	redit - Quiz 5	11/24/2014	Assessments			55 / 100	55.0% E
13. 6.1 HW		12/02/2014	Homework			/ 3	E
	W - Hot Cocoa	12/03/2014	Homework			10 / 10	100.0% A
15. 6.2 HW		12/03/2014	Homework			7 / 10	70.0% C
16. 6.3 HW		12/05/2014	Homework			10 / 10	100.0 % A-
17. Quiz 6.1		12/09/2014	Assessments			10 / 10	100.0% A-
	HW - quiz 6a	12/09/2014	Homework			73 / 100	73.0% C
	redit - Quiz 6a	12/10/2014	Assessments			10 / 10	100.0% A-
20. 6.5 HW	•	12/11/2014	Homework			/ 2	EC
21. F-D-P Pu	uzzle	12/12/2014	Homework			0 / 10	0.0% E
22. 6.6 & 6.	8 HW	12/15/2014	Homework			0 / 10	0.0% E
	interest HW	12/16/2014	Homework			10 / 10	100.0% A-
24. Interest		12/17/2014	Assessments			10 / 10	100.0% A-
	edit - Interest Quiz	12/18/2014	Assessments			67 / 100	67.0% D
26. 6.9 HW	•	01/07/2015	Homework			/ 5	EC
	Change HW	01/09/2015	Homework			1 / 12	8.3% E
	Turtle HW	01/12/2015	Homework			0 / 10	0.0% Z
29. Test Cha		01/15/2015	Assessments			0 / 10	0.0% E
	HW - test 6	01/15/2015	Homework			69 / 100	69.0% D-
	edit - Test 6	01/15/2015	Assessments			10 / 10 / 2	100.0% A+
							EC

GRADE CODES/ABBREVIATONS:

Quarte	er: And Out the	2000 - 200 -	Class:	SCIENC	E 8	
quart			Hour:	2		
	Assignment Title	Due Date	Category		Points / Max	Grade
	flyby check of annotations of Skydive record article	11/11/2014	homework		8.50 / 10	85.0% E
	folder org. check	11/14/2014	folder		8 / 10	80.0% B
	notes pp 28-31 Nwt's 1st law	11/17/2014	homework		0 / 10	0.0% E
	sketch 11/10	11/18/2014	folder		7 / 10	70.0% C
	sec rev p. 31 #1-3	11/19/2014	homework		7 / 10	70.0% C
	fly-by of online answers to skydiving article	11/21/2014	homework		0/2	0.0% E
	skydiving article questions	11/21/2014	article review		0/10	0.0% E
	sketch 11/17	11/24/2014	folder		8/10	80.0% B
9.	Newton's 1st law lab - changing mass n graphing best	11/24/2014	lab		74 / 100	74.0% C
	Friction Q n A's from Bill Nye video	12/01/2014	homework		10 / 10	100.0% A
	ex.cr Cheetah's acc	12/05/2014	extra credit		/ 0	E
	Notes pp 32-38 N's 2nd law	12/05/2014	homework		0 / 10	0.0% E
	sketch 12/1	12/08/2014	folder		9/10	90.0% A
	changeing force on car launch - N's 2nd law	12/08/2014	lab		45 / 50	90.0% A
	N's 2nd law practice sheet	12/11/2014	homework		21 / 30	70.0% C
	sketch 12/8	12/15/2014	folder		8 / 10	80.0% B
	net force lab	12/15/2014	lab		48 / 70	68.6% D
	Newton's laws	12/18/2014	quest		45 / 60	75.0% C
	sketch 12/15	01/05/2015	folder		0 / 10	0.0% E
	fly-by of notes on pp 61 and 63	01/07/2015	homework		6.50 / 6	108.3% A
	sketch 1/5	01/12/2015	folder		0/10	0.0% E
	Momentum and Collisions	01/14/2015	lab		54 / 55	98.2% A-
	intro to momentum	01/14/2015	homework		32 / 55	58.2% E
	notes, Work, PE, KE, and sect.rev .72 #1-4	01/15/2015	homework		0 / 10	0.0% E
	momentum worksheet	01/16/2015	quest		37 / 60	61.7% D
26. 9	sketch 1/12	01/19/2015	folder		9 / 10	90.0% A-
27. F	Potential vs K. Energy	01/21/2015	homework		0 / 60	0.0% E
				Curren	t Grade:	54.00% E
Teache	r: Billion			curren	t diade.	54.00%
			Class:		TUDIES 8	
	r: 2nd Quarter		Hour:	4		
	r: 2nd Quarter Assignment Title	Due Date	Hour: Category	4	Points / Max	Grade
Quarter	-	Due Date 11/20/2014		4	Points / Max	Grade
Quarter 1. (2. (Assignment Title			4	8 / 10	80.0% B-
Quarter 1. (2. (3. (Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21	11/20/2014		4		80.0% B- 0.0% E
Quarter 1. (2. (3. (4. T	Assignment Title Current Event 10/31 Current Event 11/14	11/20/2014 11/20/2014		4	8 / 10 0 / 10 9 / 10	80.0% B- 0.0% E 90.0% A-
Quarter 1. (2. (3. (4. T 5. (Assignment Title Durrent Event 10/31 Durrent Event 11/14 Durrent Event 11/21 Test 8 Constitution Durrent Event 12-5	11/20/2014 11/20/2014 12/02/2014		4	8 / 10 0 / 10 9 / 10 52 / 100	80.0% B- 0.0% E 90.0% A- 52.0% E
Quarter 1. (2. (3. (4. T 5. (6. (Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution	11/20/2014 11/20/2014 12/02/2014 12/05/2014		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C-
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C	Assignment Title Durrent Event 10/31 Durrent Event 11/14 Durrent Event 11/21 Test 8 Constitution Durrent Event 12-5	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D-
Quarter 1. (2) 2. (2) 3. (2) 4. T 5. (2) 5. (2) 6. (2) 7. (2) 8. P	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C-
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C-
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12 Preamble to Constitution Current Event 12/19 Constitution Test	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C-
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C 11. K	Assignment Title Durrent Event 10/31 Durrent Event 11/14 Durrent Event 11/14 Durrent Event 11/21 Test 8 Constitution Durrent Event 12-5 Quiz Constitution Durrent Event 12-12 Preamble to Constitution Durrent Event 12/19 Constitution Test Geystone XL Pipeline Paragraph	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 0.0% E 53.0% E
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C 11. K	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12 Preamble to Constitution Current Event 12/19 Constitution Test	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015 01/07/2015		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100 0 / 10	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 0.0% E 53.0% E
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C 11. K	Assignment Title Durrent Event 10/31 Durrent Event 11/14 Durrent Event 11/14 Durrent Event 11/21 Test 8 Constitution Durrent Event 12-5 Quiz Constitution Durrent Event 12-12 Preamble to Constitution Durrent Event 12/19 Constitution Test Geystone XL Pipeline Paragraph	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015 01/07/2015 01/16/2015		4	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100 0 / 10 0 / 10	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 53.0% E 0.0% E 0.0% E
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C 11. K	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12 Preamble to Constitution Current Event 12/19 Constitution Test (eystone XL Pipeline Paragraph Current Event 1/9	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015 01/07/2015 01/16/2015	Category	Current	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100 0 / 10 0 / 10 Grade:	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 0.0% E 53.0% E
Quarter 1. C 2. C 3. C 4. T 5. C 6. C 7. C 8. P 9. C 10. C 11. K 12. C Feacher	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12 Preamble to Constitution Current Event 12/19 Constitution Test Geystone XL Pipeline Paragraph Current Event 1/9	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015 01/07/2015 01/16/2015			8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100 0 / 10 0 / 10 Grade:	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 53.0% E 0.0% E 0.0% E
Quarter 1. C (2. 2. C (4. T) 5. C (6. C (7. 7. C (6. C (7. 7. C (7.) (7.) (7.) (7.) (7.) (7.) (7.) (7.)	Assignment Title Current Event 10/31 Current Event 11/14 Current Event 11/21 Test 8 Constitution Current Event 12-5 Quiz Constitution Current Event 12-12 Preamble to Constitution Current Event 12/19 Constitution Test Geystone XL Pipeline Paragraph Current Event 1/9	11/20/2014 11/20/2014 12/02/2014 12/05/2014 12/17/2014 12/17/2014 12/17/2014 12/17/2014 01/07/2015 01/07/2015 01/16/2015	Category	Current	8 / 10 0 / 10 9 / 10 52 / 100 7 / 10 9 / 15 7 / 10 / 20 0 / 10 53 / 100 0 / 10 0 / 10 Grade:	80.0% B- 0.0% E 90.0% A- 52.0% E 70.0% C- 60.0% D- 70.0% C- 53.0% E 0.0% E 0.0% E

GRADE CODES/ABBREVIATONS:

Student Assignment Scores

Teacher: Quarter:	2000a, Nathie 2nd Quarter		Class: Hour:	EXPLOR 3	ATIONS IN ART	
	Assignment Title	Due Date	Category		Points / Max	Grade
1. Cerami	ic Self Portrait	11/14/2014				Х
2. Georgia	a O'Keeffe Flower	11/21/2014				Х
3. Inuit/E	skimo Printmaking	12/16/2014				Х
4. Chinese	e Dragons/Masks	01/21/2015			-	x

GRADE CODES/ABBREVIATONS: X = excused assignment Z = missing assignment (not turned in)

Teacher: Guilty Geneva			Classic		_	
Quarter: 1st Quarter			Class: Hour:	ENGLISH	8	
Assignment Title	Due Date	Category			Points / Max	Grade
1. Where I'm From/My Name	09/08/2014				19 / 20	95.0% A
2. AOW - Roads - Subtext	09/12/2014				23 / 30	76.7% (
3. AOW - Spinosaurus - paper	09/12/2014				0 / 30	0.0% E
4. Giver Quiz Ch. 1-12 + Vocab	09/30/2014				12 / 25	48.0% E
5. AOW - Ebola	10/13/2014				24 / 30	80.0 % E
6. Giver Quiz Ch. 13-23 + Vocab	10/17/2014				13 / 25	52.0% E
7. Q1 IRA	10/31/2014				90 / 100	90.0% A
8. Utopia C/C Essay	11/24/2014				74 / 100	74.0% 0
				Current	Grade:	71.00% 0
Teacher: Aschaupeter Jennier						71.0070 0
Quarter: 1st Quarter			Class: Hour:	MATH 8 5		
Assignment Title	Due Date	Category			B 1.1. / 1.1	
1. 1.2 HW	09/05/2014	Homework			Points / Max	Grade
2. 1.3 HW	09/08/2014	Homework			5/10	50.0% E
3. 1.4 HW	09/10/2014	Homework			0 / 10	0.0% E
4. Review 1 HW	09/11/2014	Homework			10 / 10	100.0% A
5. Quiz 1.2 - 1.4	09/11/2014	Assessments			10 / 10	100.0% A
6. Extra Credit - Quiz 1	09/12/2014	Assessments			76 / 100	76.0% C
7. 2.1 HW	09/15/2014	Homework			/ 4	E
8. 2.2 HW	09/17/2014	Homework			0 / 10	0.0% E
9. 2.2 HW #2	09/18/2014	Homework			10 / 10	100.0% A
10. 2.3 HW	09/19/2014	Homework			6 / 20	30.0% E
11. Review 2a HW	09/22/2014	Homework			0 / 10	0.0% Z
12. Quiz 2.1 - 2.3	09/22/2014	Assessments			10 / 10	100.0% A-
13. 2.4 HW	09/24/2014	Homework			/ 100	
14. 2.5 HW	09/25/2014	Homework			10 / 10	100.0% A-
5. Chapter 2 Review HW	09/26/2014	Homework			10 / 10	100.0% A-
.6. Study Guide - Ch 2	09/29/2014	Homework			10 / 10	100.0% A-
7. Chapter 2 Test	09/29/2014	Assessments			10 / 10	100.0% A-
8. Extra Credit - Test 2	09/30/2014	Assessments			83 / 100	83.0% B
9. 3.2 HW	10/02/2014	Homework			/ 3	EC
0. 3.2 HW #2	10/03/2014	Homework			0 / 10	0.0% E
1. 3.3 HW	10/07/2014	Homework			10 / 10	100.0% A+
2. 3.4 HW	10/08/2014	Homework			10 / 10	100.0% A+ 100.0% A+
3. Quiz Review HW	10/10/2014	Homework			0 / 10	0.0% E
4. Quiz Review #2	10/13/2014	Homework			10 / 10	100.0% A+
5. Quiz 3.1 - 3.4	10/13/2014	Assessments			71 / 100	71.0% C-
6. Extra Credit - Quiz 3	10/14/2014	Assessments			/ 3	71.0 % C-
7. 3.5 HW	10/15/2014	Homework			5/10	50.0% E
8. Color Equations HW	10/16/2014	Homework			2 / 15	13.3% E
9. Ch 3 Review HW	10/21/2014	Homework			10 / 10	100.0% A+
0. Equation Review WS	10/22/2014	Homework			0 / 10	0.0% E
1. Test 3	10/22/2014	Assessments			60 / 100	60.0% D-
2. Extra Credit - Test 3	10/23/2014	Assessments			/ 4	EC
3. 4.1 HW	10/27/2014	Homework			10 / 10	100.0% A+
4. Exponent Puzzle	10/27/2014	Homework			0 / 16	0.0% E
5. 4.1 HW #2	10/28/2014	Homework			10 / 10	100.0% A+
5. 4.5 HW	10/30/2014	Homework			10 / 10	100.0% A+

GRADE CODES/ABBREVIATONS:

	acher: Radanelli, Danuta arter: 1st Quarter			Class:	SCIENCE	8	
Qua				Hour:	2		
1	Assignment Title	Due Da	te Categ	ory		Points / Max	Grade
1.	organized 3 ring folder	09/04/2	014 homework			8 / 10	80.0% E
2.	parent signature	09/04/2	014 homework			1.90 / 2	95.0% A
3.	sugar mass	09/05/2	014 homework			1.80 / 2	90.0% A
4.	gum bar graph	09/08/2	014 homework			7 / 10	70.0% 0
5.	first sketch	09/08/2	014 folder			8.50 / 10	85.0% B
6.	TBB worksheet	09/11/2	014 homework			2/2	100.0% A
7.	measurement video summary	09/11/2	014 homework			4.80 / 5	96.0% A
8.	fly by check of 1st proof in gum8 sent p	ara 09/12/2	014 homework			2/2	100.0 % A
9.	sketch week of 9/8	09/15/2	014 folder			10 / 10	100.0 % A
10.	completed rough draft of gum 8 sent. p	ara 09/15/2	014 homework			2/2	100.0 % A
11.	full moon of sept	09/15/2	014 extra credit			/0	E
12.	Bubble Gum lab report	09/16/2	014 lab			84 / 100	84.0% B
13.	Scavenger Hunt completion	09/17/20	014 homework			10 / 10	
14.	Do you have the time?	09/18/20)14 lab			13 / 20	100.0% A
15.	notes pp 8,16	09/19/20	014 homework			13 / 20	65.0% D
16.	sketch week of 9/15	09/22/20					X
17.	photofinish lab checkpoint	09/23/20	014 homework			2/5	X 10.00/ 5
18.	photofinishcompleted lab	09/24/20					40.0% E
19.	speed, distance problems	09/25/20				. / 20	
20.	first open folder quest	09/26/20				7 / 10	70.0% C-
21.	sketch week of 9/22	09/29/20				32 / 50	64.0% D
22.	fly-by check of drone article highlighting,					9.30 / 10	93.0% A
23.	Drone article review completion	10/01/20				8.50 / 10	85.0% B
24.	zoom, zoom	10/03/20				0 / 20	0.0% E
25.	sketch week of 9/29	10/06/20				43 / 50	86.0% B
26.	website exra credit - distance	10/07/20				9 / 10	90.0% A-
27.	fly by check of speed calculations from d					/ 0	EC
28.	changing launch conditions	10/08/20				2/2	100.0% A+
29.	velocity, acceleration vocab worksheet	10/09/20				52 / 60	86.7% B
30.	sketch week of 10/6	10/13/20				9 / 10	90.0% A-
31.	Mineral & Fossil show Q &I A	10/13/20				7.50 / 10	75.0% C
32.	practice finding slope of line	10/13/20				/ 0	EC
3.	flyby of speed calculations in speed n acc					0/5	0.0% E
4.	sketch 10/13	10/10/20				0/2	0.0% E
5.	speed, acc lab moving B gate	10/20/20				10 / 10	100.0% A+
6.	Escape Velocity- Emperor Penguin style Q					0 / 60	0.0% E
7.	Speed vs Position, bar graph	10/23/20				0 / 10	0.0% E
8.	speed graphs worksheet	10/23/20				47 / 60	78.3% C+
	sketch 10/20					0/5	0.0% E
_	speed n acceleration	10/27/201				10 / 10	100.0% A+
	sketch 10/27	10/29/201	.4 quest			68 / 100	68.0% D+

Teacher: Beng-Diana Quarter: 1st Quarter		1st Quarter		CIAL STUDIES 8	
	Assignment Title	Due Date	Category	Points / Max	Grade
1. 1	Draft of Family tree	09/17/2014			
2. 1	Family Tree	09/17/2014		0 / 10	0.0% E
	JSA Map Test			34 / 40	85.0% B
		09/17/2014		37 / 50	74.0% C
4. (Current Event 9/19	09/19/2014		0 / 10	
5. H	Hard Tack Ex. Cr.	09/29/2014			0.0% E
6. C	Current Event 9/26			/ 0	EC
		10/01/2014		6 / 10	60.0% D-

GRADE CODES/ABBREVIATONS:

Teacher: Republicities				
Quarter: 1st Quarter	· · · · · · · · · · · · · · · · · · ·	Class: Hour:	SOCIAL STUDIES 8 4	Continued
Assignment Title	Due Date	Category	Points	/ Max Grade
7. Test Chapter 3	10/01/2014			
Current Event 10/3/14	10/08/2014			
Current Event 10 /10	10/14/2014			
Causes of Rev. War	10/22/2014		/	
11. Current Event 10/17	10/22/2014			X
12. Declaration of Independence	10/22/2014			/ 10 90.0 % A-
13. Current Event 10/24	10/30/2014			/ 20 90.0% A-
14. Test 7 Rev. War	10/31/2014			/ 10 80.0 % B-
				/ 100 64.0% D
			Current Grade:	64.00% D
Feacher: Charles Contraction		Class: Hour:	SRC SEM 1 1	
Assignment Title	Due Date	Category	Points	/ Max Grade
L. September 8th-October 31st	11/06/2014		185 /	
			Current Grade:	93.00% A
eacher: Zeconomications Quarter: 1st Quarter		Class: Hour:	EXPLORATIONS IN A	ART
Assignment Title	Due Date	Category	Points	/ Max Grade
Elements Crossword	09/03/2014			X
Line Square-My Life	09/04/2014			^ X
 Charcoal Still Life Drawing 	09/18/2014			×
and braining				^
Landscape in Pastel Ceramic Pot/Box with Lid and Texture	10/06/2014			X

GRADE CODES/ABBREVIATONS:

SuccessMaker Report

BIRT Report Viewer

Page 1 of 1

PEARSON

Cumulative Performance

Reading	g			School:	Special E	d.									
Report Dates:	All assig	ned start o	dates						Teacher: Grade:	NA	lite				
Report Run: 04/16/15 - 08:26 AM									Group:	NA					
		Level Data					Usage	Instructional Performance				Mastery			
Student		Assigned Course Level		IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)		Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Masterec	Skills Percent AP Mastered		
Keyan Walker		4.50	5.04	5.00	0.04	1:15	5	54	66	82%	3	3	100% •		
Mean - 1 Student		4.50	5.04	5.00	0.04	1:15	5.00	54.00	66.00	82.00%	3.00	3.00	100.00%		
Standard Deviation		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
											% of Stu	dents wi	ith AP: 100%		
*Options:	No additional grouping (grouped by course only) Sort by Student														
		des select ups select													
Legend:	AP In IP	Acceptable Performance (75% Skills Mastered) Student still in Initial Placement													
	NA 	Data has not been reported yet													
 Skills Percent Mastered meets acceptable performance (AP) 															

Notes: Instructional Performance data does not include Initial Placement performance after the student has placed (data resets). When run by date range, Initial Placement results are included if they fall within the date range.

Page: 1 of 1

1/16/2015

Salam

BIRT Report Viewer

Page 1 of 1

Cumulative Performance

PEARSON

4/16/2015

Math Report All assigned start dates Dates: Report Run: 04/16/15 - 08:26 AM										Special E NA NA	d. lie				
Level Data						ι	Jsage	Instruct	ctional Performance			Mastery			
Student		Assigned Course Level		IP Level	Gain	Time Spent	Total Sessions (minimum of 1 assessment)		Exercises Attempted	Exercises Percent Correct	Skills Assessed	Skills Mastered	Skills Percent Mastered		
-Kayan Walk		4.00	4.81	4.34	0.47	14:20	65	758	1137	67%	124	123	99%		
Mean - 1 Stu	Mean - 1 Student		4.81	4.34	0.47	14:20	65.00	758.00	1137.00	67.00%	124.00	123.00	99.00%	2	
Standard De	viation	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
											% of Stu	idents wit	h AP: 10	0%	
*Options:		No additional grouping (grouped by course only) Sort by Student													
	No Grades selected No Groups selected														
Legend:	AP In IP														
	 NA Data does not apply. Some courses and settings may not report data for all columns Data has not been reported yet Skills Percent Mastered meets acceptable performance (AP) 														
Notes:							Initial Placem s are included					ced (data r	esets).		
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http://success.gpschoolsong/bit/output?_report_CP.rpidesign&CD=1&M=0&TN=Sora

BIRT Report Viewer Page 1 of 1 Areas of Difficulty PEARSON School: Special Ed. Math Teacher Grade: NA Report Run: 04/16/15 - 8:26 AM Group: NA Strand Level Skill Description Student Date at Risk SMMA_LO_01700 - Draw a symmetrical design. Applications 4.35 12/02/2014 M Total Skills At Risk 1 Total Students At Risk 1 *Options: No additional grouping Sort by Strand Show all dates at risk Demographic filters not used No Grades selected No Groups selected Copyright © 2007-2014 Pearson Education, Inc. or its affiliate(s). All rights reserved. Page: 1 of 1

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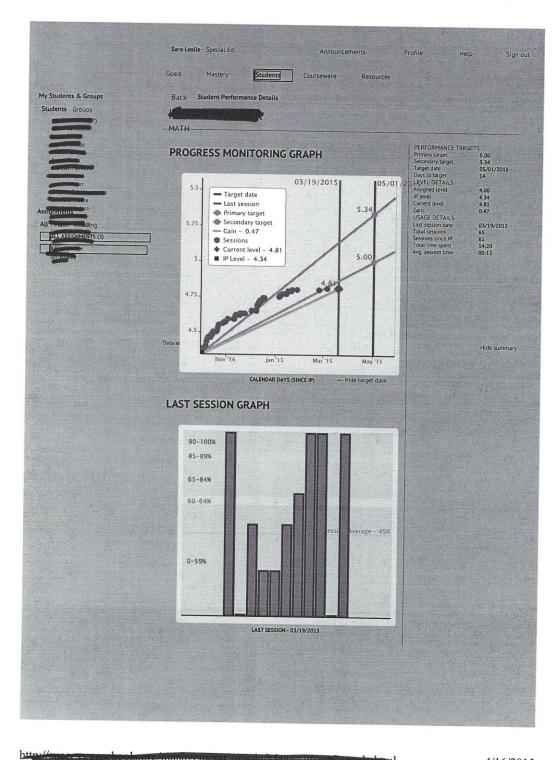
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Page | 37

SuccessMaker

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Page 1 of 1
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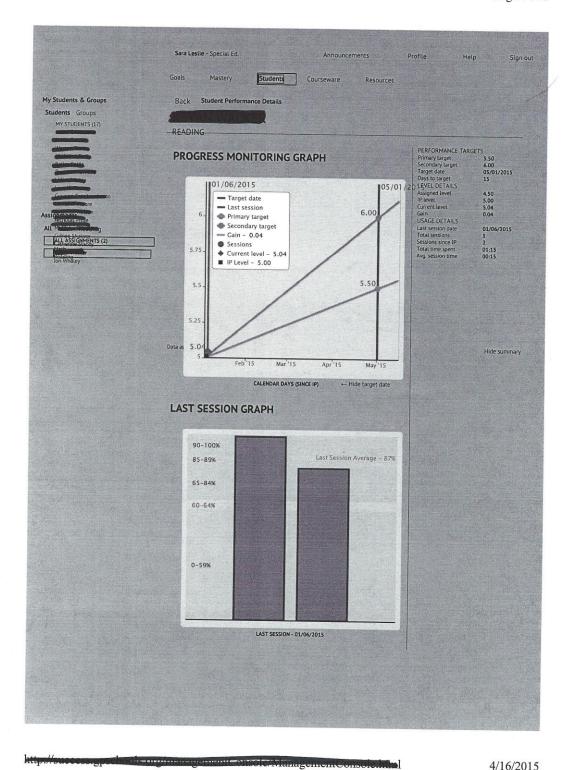
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4/16/2015

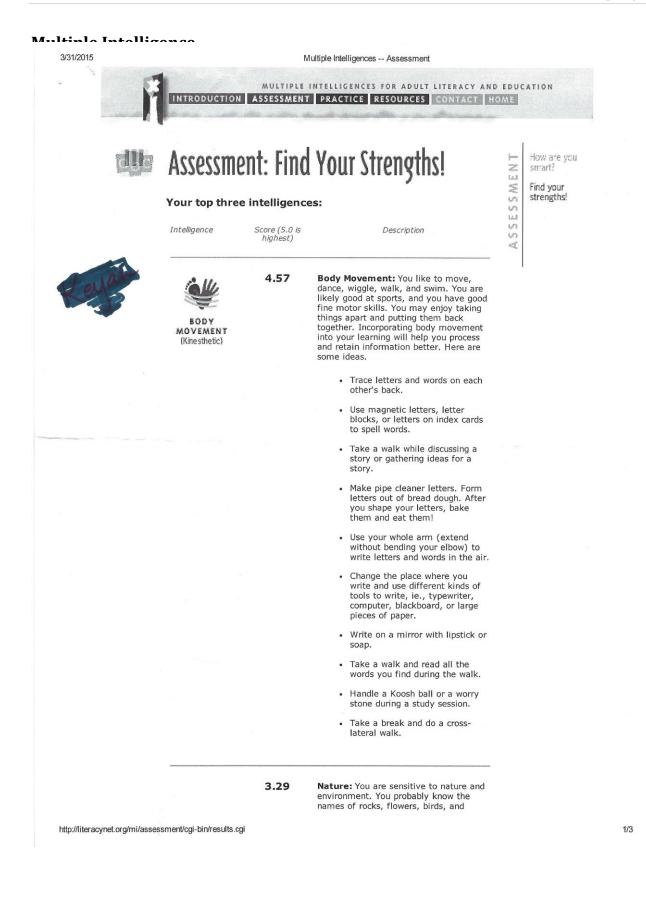
Page | 38

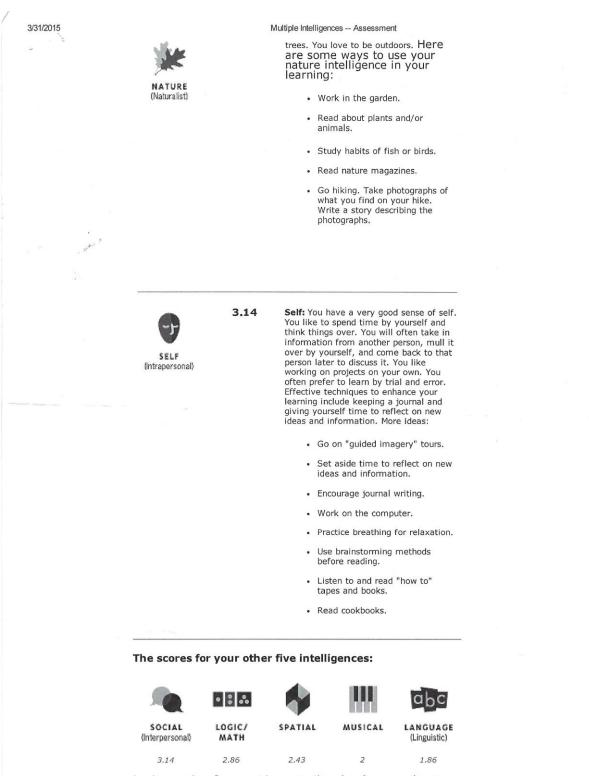
SuccessMaker

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Page 1 of 1
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4/16/2015

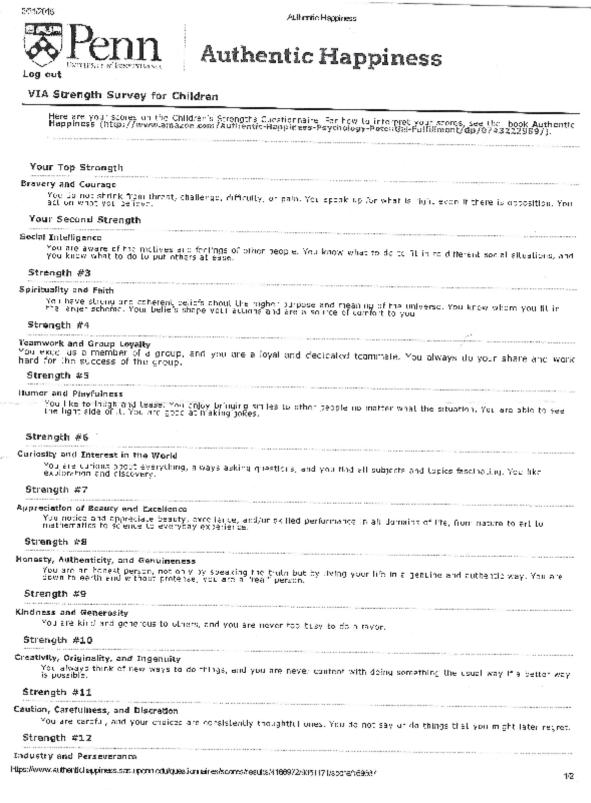




Just because these five are not in your top three doesn't mean you're not

http://literacynet.org/mi/assessment/cgi-bin/results.cgi

VIA Strength Survey for Children



3/31/2015

Authentic Happiness

You work hard to finish what you start. No matter the project, you "get it out the door" in timely fashion. You do not get distracted when you work, and you take satisfaction in completing tasks.

Strength #13

Perspective and Wisdom

Although you may not think of yourself as wise, your friends hold this view of you. They value your perspective on matters and turn to you for advice. You have a way of looking at the world that makes sense to others and to yourself.

Strength #14

Enthusiasm and Zest

Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or halfheartedly. For you, life is an adventure.

Strength #15

Critical Thinking and Objective Judgment

You think things through and examine them from all sides. You do not jump to conclusions, and you rely only on good evidence to make decisions. You are open-minded.

Strength #16

Capacity to Love and be Loved

You value close relations with others, in particular those in which sharing and caring are reciprocated. The people to whom you feel most close are the same people who feel most close to you.

Strength #17

Fairness and Justice

You treat all people fairly and equally and do not let personal feelings bias your decisions about others. You give everyone a chance.

Strength #18

Gratitude.

You are aware of the good things that happen to you, and you never take them for granted. Your friends and family members know that you are a grateful person because you always take the time to express your thanks

Strength #19

Leadership.

You excel at the tasks of leadership: encouraging a group to get things done and preserving harmony within the group by making everyone feel included. You do a good job organizing activities and seeing that they happen.

Strength #20

Self-control and Self-regulation

You self-consciously regulate what you feel and what you do. You are a disciplined person. You are in control of your appetites and your emotions, not vice versa.

Strength #21

Modesty and Humility

You are modest and humble. You never brag or act special. You never call attention to yourself.

Strength #22

Love of Learning

You love learning new things, whether in a class or on your own. You have always loved school, or reading, or museums-anywhere there is an opportunity to learn.

Strength #23

Hope and Optimism You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.

Strength #24

Forgiveness and Mercy

You forgive those who have done you wrong. You always give people a second chance. Your guiding principle is mercy and not revenge.

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https://www.authentichappiness.sas.upenn.edu/questionnaires/scores/results/4166972/9051171/score/169667

Lesson Plan 1

Demographics:

Name: Gretchen Morris-Archinal Date: February 7, 2015 Subject: 8th Grade Math School: Pierce Middle School Setting: Secondary Resource Room (SRC) School District: Grosse Pointe Public Schools Lesson Plan Title: Walk the Line - Slope Review

Rationale:

Functions:

CCSS.MATH.CONTENT.8.F.A.3

Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

CCSS.MATH.CONTENT.8.F.B.4

Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

Range of Writing:

CCSS.ELA-LITERACY.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The general education 8th grade math class is currently studying functions; linear equations; and slope intercept form and will have a written assessment at end of the section. This lesson is a mechanism that allows special education students an opportunity to review and write about their study of functions. It incorporates kinetic, oral and visual learning opportunities to reach a range of learning styles.

Outcomes (objectives/performance indicators):

80% of the students will correctly write the equation of a line given its graph or its slope and yintercept. The students will also learn the effects of changing the slope and y—intercept on the graph and the equation of the line as measured by a worksheet assessment (summative assessment in part 7) and by the written Tweet It Back response cards.

Materials needed:

- Large floor space optimal 20'X20'
- Wide masking tape different colors for axis' as well as lines
- Sharpie or magic marker
- Graphing calculator or iPad app attached to smart board Desmos app on iPad or iPhone - students may utilize their personal equipment
- Handout with activity directions and equations
- Handout with writing prompt Pencils for students

Teacher Procedure/Development:

Introduction: After students are seated ask them what they know about slopes, linear functions and the slope intercept form. Discuss and record what they know on the smart board. Explain that they will be a human graphing calculator and drawing lines on the floor. Have them help push back the furniture so that there is a large open space in the room.

Methods/Procedures:

- The teacher will select 2 students to place a 15-20 ft strip of masking tape (or laminated adding machine tape) on the floor. Then the teacher will select 2 students to place another 15-20 ft strip of tape on the floor perpendicular to the first strip. Use the tiles on the floor as graph paper. - Cooperative groups Next the teacher will ask students, one at a time, to take the magic marker and write on the tape the following: - direct instruction if necessary
 - a. x-axis
 - b. y-axis
 - c. 0 at the origin
 - d. scale the positive x-axis
 - e. scale the negative x-axis
 - f. scale the positive y-axis
 - g. scale the negative y-axis
- 2. The teacher will divide the class into 2 groups of 2 or 3. (Group sizes and number of groups can be modified based on size of class) While one group is on the graph, the other group will be figuring out the function on the smart board. Calculators may be used to solve the equations cooperative groups
- 3. Group A will solve for x and y using x values of 2, 0 and -2 for equation y=x+3. Once the table is solved, Group B will illustrate by standing on the coordinates and laying a piece of tape on the ground through the coordinates. Group A will then solve y=x-3 and Group B will plot the different points and tape the ground. Teacher will ask what differences and similarities the groups see in the lines as well as the slope and the y-intercept.
- 4. Next the groups will switch places and Group B will solve the problems while Group A will plot the graph. The following equations will be solved: y = 2x and y=-2x. Again the teacher will follow up with similarities and differences as well as the slope and the y-intercept.

- 5. Formative Assessment monitor for progress.
 - Reteach and continue practicing as necessary using additional equations and continue to alternate groups. Equations will include: y=3x+5, y=3x-5, y=-3x-5, y=-3x+5 y=2x+3, y=-2x+3, y=-2x-3
 - b. If time allows continue with steps 6-7 and the closure.
 - c. If there is not enough time go to the closure and do steps 6-7 the next day.
- 6. The teacher will demonstrate using the Desmos app on the iPad and projected on the smart board. Students will input on their devices along with the teacher Direct instruction. Write the equations of the lines in slope-intercept form. Then draw the graph of the lines, labeling each line with its equation. Answer the questions that follow:
 - 1. slope = 1, y-intercept = 3
 - 2. slope = 1, y-intercept = -3
 - 3. slope = 1, y-intercept = 0
 - 4. slope = 1, y-intercept = -1
 - i. How are these lines alike?
 - ii. How are these lines different?
 - iii. What was the effect of changing the y-intercept?
- Using the Desmos app, each group will complete 1 set of problems and report their findings back to the group.- cooperative groups
 - a. Group A Write the equations of the lines in slope-intercept form. Then draw the graph of the lines, labeling each line with its equation. Answer the questions that follow. (Summative assessment for Group A)
 - 1. slope = 1/2, y-intercept = 0
 - 2. slope = 1, y-intercept = 0
 - 3. slope = 3/2, y-intercept = 0
 - 4. slope = 2, y-intercept = 0
 - i. How are these lines alike?
 - ii. How are these lines different?
 - iii. What was the effect of changing the slope?
 - b. Group B Write the equations of the lines in slope-intercept form. Then draw the graph of the lines, labeling each line with its equation. Answer the questions that follow: (Summative assessment for Group B)
 - 1. slope = 2, y-intercept = 3
 - 2. slope = -2, y-intercept = 3
 - 3. slope = 1/2, y-intercept = 3
 - 4. slope = -1/2, y-intercept = 3
 - i. How are these lines alike?
 - ii. How are these lines different?
 - iii. What was the effect of changing the slope?

Closure: After the groups have reported back, the teacher will pass out the Tweet it Back forms. Students will write up a short synopsis in tweet format that synthesis what they learned today about functions; linear equations; and the slope intercept form. This could be done on Twitter if

appropriate. The room returned to its original state. The tape will be removed from the floor after the unit is finished. It will stay as visual cue for the students.

Technology Use: The smart board, iPad/iPhone and apps are used during this lesson. Students will record their tables and graphs for the human graphing calculator portion on the smart board. IPads and/or iPhones are used for the second part and their answers are projected on the smart board. The Desmos Graphing Calculator app allows the students to graph the linear functions. While the students will not actually tweet their responses, this format will be utilized as a reflective synthesis of what they have learned. While it is low-tech, the graph on the floor is also considered technology.

Accommodations/adaptations:

- The only safety concerns would be downloading an appropriate app for the graphing calculator. I found one that doesn't cost anything and doesn't have any advertising.
- Instruction was differentiated to allow for different learning styles kinetic, visual, and verbal.
- There are also a variety of teaching styles from direct instruction to cooperative groups constructing knowledge within the groups to accommodate cultural leaning preferences.
- Because this lesson is to be used in a resource room setting, individual learners IEP goals have also been taken into consideration and any individual accommodations, such as the use of calculators, oral and written directions and additional time have been incorporated.
- This lesson incorporates students form two different resource rooms in a cooperative exchange between the two rooms.

Assessment/Evaluation: The teacher will make systematic observations during and after the group activities to form formative assessments. The Tweet it Back response acts as a summative assessment of the knowledge students have about functions, linear equations and the slope intercept form; what they do not know; and where they still have questions.

Teacher Reflection:

References

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"Walk the Line"

Name: _____

Group A

y=x+3	
Х	Y
2	
0	
-2	

Slope:_____ Y intercept:_____

y=x-3	
Х	Y
2	
0	
-2	

Slope:_____ Y intercept:_____

Group B

y=2x	
х	Y
2	
0	
-2	

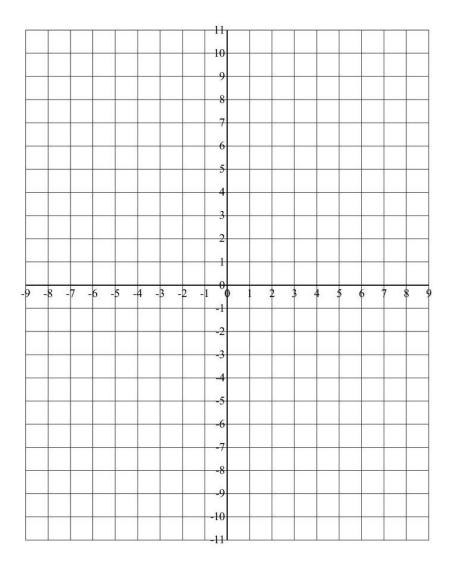
Slope:_____ Y intercept:_____

y=-2x	
х	Y
2	
0	
-2	

Slope:_____ Y intercept:_____ **Example:** Write the equations of the lines in slope-intercept form. Then draw the graph of the lines on your own graph paper, labeling each line with its equation. Answer the questions that follow.

1	slope = 1, y-intercept = 3					
2	slope = 1, y-intercept = -3					
3	slope = 1, y-intercept = 0					
4	slope = 1, y-intercept = -1					
How a	re these lines alike?					
How are these lines different?						

What was the effect of changing the y-intercept?



Group A - Write the equations of the lines in slope-intercept form. Then draw the graph of the lines on your own graph paper, labeling each line with its equation. Answer the questions that follow.

1	slope = $1/2$, y-intercept = 0	
2	slope = 1, γ-intercept = 0	
3	slope = 3/2, y-intercept = 0	
4	slope = 2, y-intercept = 0	
How a	re these lines alike?	

How are these lines different?

What was the effect of changing the slope? _____

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Group B - Write the equations of the lines in slope-intercept form. Then draw the graph of the lines on your own graph paper, labeling each line with its equation. Answer the questions that follow.

2 slope = -2, y-intercept = 3

- 3 slope = 1/2, y-intercept = 3
- 4 slope = -1/2, y-intercept = 3

1 slope = 2, y-intercept = 3

How are these lines alike?

How are these lines different?

What was the effect of changing the slope?

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	4 5 6 7 8 9
	4 5 6 7 8 9
-1 -1 -2 -2	4 5 6 7 8 9
	4 5 6 7 8 9
-1 -2 -2 -3 -3	4 5 6 7 8 9
-1 -2 -2	4 5 6 7 8 9
	4 5 6 7 8 9
-1 -2 -2 -3 -3	
	4 5 6 7 8 9
-1 -2 -3 -3 -4 -5 -6 -7	

	TODAY'S TEACHING TWEET
	@
Something I learned today I didn't know A question I still have is	#

	TODAY'S TEACHING TWEET				
	@				
Something I learned today I didn't know A question I still have is	#				

Lesson Plan 2

Demographics:

Name: Gretchen Morris-Archinal **Date:** April 17, 2015 **Subject:** 8th Grade Math **School:** Pierce Middle School **Setting:** Secondary Resource Room (SRC) **School District:** Grosse Pointe Public Schools **Lesson Plan Title:** Pythagorean Theorem – practice and review/reteach

Rationale:

Geometry - Understand and apply the Pythagorean Theorem.

CCSS.MATH.CONTENT.8.G.B.7

Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in realworld and mathematical problems in two and three dimensions.

Range of Writing:

CCSS.ELA-LITERACY.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The general education 8th grade math class is just starting the study of the Pythagorean Theorem. This lesson is a mechanism that allows special education students an opportunity to do and/or review homework, reteach as necessary and write about their study of the theorem. It incorporates kinetic, oral and visual learning opportunities to reach a range of learning styles.

Outcomes (objectives/performance indicators):

75% of the students will correctly explain and apply the Pythagorean Theorem given two-sides of a right triangle as measured by an online assessment (summative assessment in part 4) and by the written Tweet It Back response cards.

Materials needed:

- Home work
- Elmo
- Smart board
- Apple TV
- Computer with internet
- Measuring tape
- iPad/iPhones with the following apps. These are all free apps
 - Pythagoras Boss Maths <u>https://itunes.apple.com/us/app/pythagorean-</u> <u>theorem-its-converse/id556317588?mt=8</u>
 - Pythagorean Calculator <u>https://itunes.apple.com/us/app/id495387401?mt=8</u>
 - Pythagorean Theorem 8.G.6 <u>https://itunes.apple.com/us/app/pythagorean-theorem-8.g.6/id692872148?mt=8</u>
 - IXL <u>http://www.ixl.com/math/grade-8/pythagorean-theorem-find-the-length-of-the-hypotenuse</u>

- Handout with writing prompt Tweet it Out
- Pencils for students

Teacher Procedure/Development:

Introduction: After students are seated ask them get out yesterday's math homework. State that the objective for the day is to get a better handle on the Pythagorean Theorem by going over the homework, evaluating what they know and re-teaching as necessary.

Methods/Procedures:

- 8. Using the smart board and Elmo, the students will take turns solving the problems from last night's homework. All students will have an opportunity to solve a problem giving the teacher a chance to assess individual student's abilities and knowledge.
- 9. Students will take part in the Pythagoras Theory Shoe Activity as a hands on representation of the theorem.
 - a. <u>https://www.mathsisfun.com/activity/pythagoras-theorem-shoes.html</u> 1st: Gather up as many shoes as you can.

2nd: Since Pythagoras' Theorem only works for 90 degree triangles, line your shoes up to form the letter L, like this:



Or this:



3rd: Label one line of shoes A, and the other line of shoes B (you could call them "legs" of a triangle!)



4th: Measure each line of shoes with your measuring device and record them on your paper



Now we have enough information to solve the distance from the tip of one line of shoes to the tip of the other line of shoes. We call this line the hypotenuse

5th: Using Pythagoras' Theorem $A^2 + B^2 = C^2$ solve for the distance of C, our hypotenuse.

$$C = V(A^2 + B^2)$$

6th: Plug in your recorded information for A and B and solve for C. Hint: make sure your using the same units like inches or cm's. Record your answer below

	C (by calculation) =	
--	----------------------	--

7th: After recording your data, use your measuring device to measure the hypotenuse (the distance from the tip of one line of shoes to the tip of the other line of shoes). Did you get the same answer?

```
C (by measurement) =
```

Questions To Ask Yourself

Say, instead of measuring with your ruler you counted up the size of each shoe for the distance of each line of shoes. Would your answer change? Why? If you would have mixed multiple units of measurement like cm's and inches while working on the project, versus using the same measuring unit, how would this have affected your answer?

- 10. IF TIME Using the Pythagorean Theorem 8.G.6 app on the iPad and Apple TV, show the students how the pieces work together to define the theorem.
- 11. Show the students how to calculate by using the calculator function on their devices or Pythagorean Calculator app again using the Apple TV.
- 12. Have the students practice finding the hypotenuse of the triangle by using either (a will take longer and can be shortened to just doing a few, b is just one problem:
 - a. IXL on either their phone/iPad or on the smart board. Students may use a calculator or app as an aid.
 - b. <u>http://www.pbs.org/wgbh/nova/proof/puzzle/baseball.html</u>

13. Have students report their scores – this is the summative assessment.

Closure: After the students have reported their IXL scores, the teacher will pass out the Tweet it Back forms. Students will write up a short synopsis in tweet format that synthesis what they learned today about the Pythagorean Theorem. This could be done on Twitter if appropriate. The room returned to its original state.

Technology Use: The smart board, iPad/iPhone, Apple TV and apps are used during this lesson. Students will record their tables and graphs for the shoe triangle on the smart board (if done). IPads and/or iPhones are used for the second part and projected on the smart board using Apple TV. While the students will not actually tweet their responses, this format will be utilized as a reflective synthesis of what they have learned. While it is low-tech, the shoe triangle on the floor is also considered technology.

Accommodations/adaptations:

- The only safety concerns would be downloading appropriate apps. I found ones that doesn't cost anything and doesn't have any advertising.
- Instruction was differentiated to allow for different learning styles kinetic, visual, and verbal.
- There are also a variety of teaching styles from direct instruction to cooperative groups constructing knowledge within the groups to accommodate cultural leaning preferences.
- Because this lesson is to be used in a resource room setting, individual learners IEP goals have also been taken into consideration and any individual accommodations, such as the use of calculators, oral and written directions and additional time have been incorporated.
- This lesson incorporates students form two different resource rooms in a cooperative exchange between the two rooms.

Assessment/Evaluation: The teacher will make systematic observations during and after the group activities to form formative assessments. The Tweet it Back response acts as a summative assessment of the knowledge students have about the Pythagorean Theorem ; what they do not know; and where they still have questions.

Teacher Reflection:

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Graphic Organizer for Solving Equations

