Self Advocacy Leading to Student Led Annual Case Reviews

HELLO
my name is

Advocate

Spring 2012

Presenter: Mandie Walker
Alexandria Monroe Junior Senior High School
mwalker@alex.k12.in.us
Self Advocacy Leading to Student Led Annual Case Reviews

4 November 2011

Self Advocacy = Success

What is Self Advocacy?

"An individual's ability to effectively communicate, convey, negotiate or assert his or her own interests, desires, needs, and rights. It involves making informed decisions and taking responsibility for those decisions." [source]

My students will tell you that self advocacy means "standing up for myself and my needs."
Why is Self Advocacy Important?

- Most college faculty and academic advisors have received very little preparation in special education. (CEC)
- Most employers receive little training in working with individuals with disabilities.

4 Basic Areas

- Knowledge of Self
  - Knowledge of Strengths and Weaknesses
  - Awareness of Learning Styles
  - Understanding of Your Disability
- Communication
  - Communicating Your Needs
  - Communicating With Others in the Classroom and the Real World
- Awareness of Others
  - Knowledge of Other People with Similar Disabilities
  - Knowledge of Other People with Different Disabilities
- Educational Involvement
  - Speaking Up for What You Need in the Classroom
  - Speaking Up for What You Need in the Real World
  - Participating in the Development of Your IEP

Knowledge of Self Activities

- Personality Survey
- Learning Style Assessment
- Explore Strengths and Weaknesses
- Career Interest Survey
- Independent Living Skills Inventory
- Writer's Notebooks
- Explore What Your Own Disability Is
Communication Activities

- Listening/Following Directions Activities
- Team Building Activities
- Leadership Activities
- Survey of Self Advocacy
- Teacher Survey of Self Advocacy

Awareness of Others Activities

- Understanding Other's Disability
- Famous People with Disabilities
- Learning for Life Program
- Social Skills Activities

Educational Involvement Activities

- What is Self Advocacy?
- What is an IEP?
- Knowing Your Present Levels
  - Weekly Grade Checks
  - Discussing testing results with students
- Communication with Guardians
- Leading Your Own Annual Case Conference
What It Looks Like In My Classroom

- Students who are in a resource class spend one class period a week (50 minutes) learning about and practicing self-advocacy.
- Students on consultation are met with at least 30 minutes a grading period.
- Students in remediation classes spend one class period every two weeks learning about and practicing self-advocacy.

Why Student Lead Conferences?

"Students who can identify their own strengths and weaknesses, as well as how to communicate their needs, ... can increase their chances of success." (Bark and Linder)

Students who lead their own conferences have a better understanding of who they are, what they need to succeed and able to communicate to their teachers, professors and employers.

Where to Start

- Talk to your department head and your colleagues
- Talk to your administrators
- Talk it up to your students!
- Start small and build from there!
## Group & Individual Interviews

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who interviewed?</td>
<td>N/A</td>
</tr>
<tr>
<td>What questions did you ask?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Interview students about the questions needed to complete the IEP.

## Build Conference Folder

- Gather all the data and put it in a folder.
- Include page numbers and titles whenever possible.
- Include icons/pictures that correspond with the agenda to help students follow along.
- Using folders allows you to add last minute or extra information into the pockets (ex-behavior reports, etc).

## Agenda

- Provide the students with an agenda to help them follow along and understand what they should say and when.
Mock Case Conference

- The next step is to hold a mock case conference.

This was a great opportunity to model for the students what they would need to do during the meeting.

Group Conference Practice

- Page-by-Page lead the students through their individual folders.

Peer Conference Practice

- Have students pair up with a friend in class—someone they feel comfortable sharing information with.
- Lead the whole group in a mock conference, this time giving the students time to explain their information to their peer.
Adult Conference Practice

- Get teachers and staff members that are familiar with the students to help.
- Pair the students up and have them present their information to the adult in a one-on-one or one-on-two situation.
- To help facilitate this, give the adult a list of questions to guide the conversation.

Conference Practice with an Adult

Some adults you may include:
- Teachers
- Administrators
- Counselor
- Social Worker
- Speech/DT/PT
- Paraprofessionals
- Cafeteria Workers
- Custodians

"Remind them about confidentiality!"

The Real Deal!!!

- At the conference:
  - Remind the students to relax and that you will help them as needed.
  - Play the role of Oprah—The people really want to hear want your guest has to say! Your job is to keep things moving along.
The Results

- Students are the star of the show!
- Students gained confidence and a better understanding of their abilities and disability.
- Conferences took less time and remained on focus.
- Guardians left with not only their student’s IEP but also a folder of information about their student.

The Next Steps

- This year I plan to add the following things to the curriculum:
  - More activities focusing on how to work successfully in a group
  - Two novels about students with disabilities
    - Touching Spirit Bear
    - Haze
  - Involve the students on consult in more self advocacy activities

Reflection

• Will this concept work for you? Can you use parts of the idea? The whole idea? What can you change to make it work for you?
• When can you meet with students to acquire the information you need?
• Who do you need on your team to accomplish the goal of student led conferences?
Questions
What questions can I answer for you???

Resources
• Heck, Tom. Team Building Games. 101. 2005. teachmeteamwork.com

Potential Class Reads
• Touching Spirit Bear by Ben Mikaelsen
• Just Another Girl by Melody Carlson
• Zipper, the Kid with ADHD by Caroline Janover
• Haze by Kathy Hoopmann
• Out of My Mind by Sharon Draper
• 7 Habits of Highly Effective Teens by Sean Covey
## Self Advocacy Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>I don't know what this is <del>or</del> No</th>
<th>I am familiar with this <del>or</del> Maybe/Sometimes</th>
<th>I am confident in this area <del>or</del> Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know what my strengths are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can comfortably tell others about my strengths.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I know what my weaknesses are.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I can tell others about my weaknesses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. When working as a group or team, I can express my ideas and thoughts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I feel good about myself and my abilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I ask questions in front of the class when I need to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I ask questions individually with the teacher when I need to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I know where to get help with my homework if needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I do my own work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I listen to others and consider their advice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. I have at least one friend my age.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I feel comfortable talking to my friends.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I feel comfortable talking to my family.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I plan to graduation from high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I plan on getting additional training after high school (ex: college, military, on-the-job)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I stand up for myself.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I stand up for others.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I am proud of what I have accomplished so far.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I try my best at all times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I have at least three hobbies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I know what I want to do after high school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I am respectful to my peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I am respectful to adults.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

| / | % | / | % | / | % |


### Self Advocacy BINGO

<table>
<thead>
<tr>
<th>General Education Teacher</th>
<th>Librarian, Custodian of Cafeteria Worker</th>
<th>Special Education Teacher or Staff</th>
<th>Administrator or Office Staff</th>
<th>General Education Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Pet &amp; Type</strong></td>
<td><strong>Month of Birthday</strong></td>
<td><strong>Middle Initial</strong></td>
<td><strong>Favorite Restaurant</strong></td>
<td><strong>Age of Your Oldest Child</strong></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
</tr>
<tr>
<td><strong>Name of Favorite Place to Shop</strong></td>
<td><strong>Favorite Food</strong></td>
<td><strong>Favorite Holiday</strong></td>
<td><strong>Do You Dress Up For Halloween?</strong></td>
<td><strong>Name of High School Attended</strong></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
</tr>
<tr>
<td><strong>Who is Your Favorite Disney Character?</strong></td>
<td><strong>Would You Ever go Skydiving?</strong></td>
<td><strong>Do You Like to Read?</strong></td>
<td><strong>Favorite Type of Soda</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
</tr>
<tr>
<td><strong>Name of College Attended</strong></td>
<td><strong>Favorite Movie</strong></td>
<td><strong>Favorite Type of Candy</strong></td>
<td><strong>Favorite Color</strong></td>
<td><strong>Favorite Sport</strong></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
</tr>
<tr>
<td><strong>Favorite Singer</strong></td>
<td><strong>Are You a Colt's Fan?</strong></td>
<td><strong>Would You Rather be Famous or a Millionaire?</strong></td>
<td><strong>Would You Rather Own a Dinosaur or a Dragon?</strong></td>
<td><strong>Favorite Book</strong></td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
<td><strong>Answer:</strong></td>
</tr>
<tr>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
<td><strong>Name of Person:</strong></td>
</tr>
</tbody>
</table>
Mr Potato Head Resource

The Game:
‘A Totally Spudtastic Game’ is a team building exercise were the Mr. Potato Head can only be put together by one person, however that person is blindfolded. The rest of the team must guide the person to the correct pieces and places on the Mr. Potato Head in order to complete the challenge. There are five cards which have different images of Mr. Potato Head on, these are what the teams must copy. You can use this game timed to make it even more challenging if you wish.

Items needed:
Instruction cards
Mr Potato Head Cards
Blindfold
Mr or Mrs Potato Head (# = however many teams you’ll have)

THIS IS THE MOST SPUDTASTIC TEAM GAME EVER!

Need:
5 cards
1 Blindfold
1 person to put Mr(s) Potato Head together
1 Mr(s) Potato Head and pieces
Other team members

The aim of the game is to put Mr(s) Potato Head together using one of the images on the card as a guide. However only one person can actually put Mr(s) Potato Head together and they are blindfolded. The rest of the team must guide their blindfolded team member with their voices only in order to complete the image.

Once completed, say ‘Well Done’ to each other and pick a new card and a new person to be blindfolded until all the cards have been completed.

http://www.manchester.anglican.org/upload/userfiles/file/pdf/Youth/MrPHResource.pdf
Alexandria Monroe Junior High
Special Education Newsletter

September 2011

Dear Families—

Hello! My name is Mandie Walker and I would like to take this opportunity to introduce myself. This is my sixth year teaching at Alexandria Community Schools and my eleventh year teaching. I will be working with all of the special education students in the junior highs this year in some capacity. Two other teachers, Ms. Bass and Ms. Pyle will be helping me with some of the paperwork and making sure your student gets the accommodations they need. I have enjoyed getting to meet your student and I am excited to learn more about them as the year goes on. If you have any questions, please feel free to contact me.

Thank you for the opportunity to get to know your student!

Mandie Walker

School: 724-4413
Home: 641-2585
mwalker@alex.k12.in.us

VIP Carnival at Zionsville Fall Festival
Friday, September 9, 2011
5:00-8:00 pm
Licor Park
The VIP Carnival is for people with special needs. Contact Leigh Ann at 445-4417 or leighann@truevalue.net

What is Voyager and Star Math???

After reviewing your student’s schedule, many of you may have been left asking ... what is the link between Voyager and Star Math? The class is what was once called remediation. If your student did not pass one or both portions of ISTEP, then the state requires that your student must take remediation. The math program is called Star Math and allows the students to work at their individual levels. Voyager is the program being used for English remediation. Along with the Voyager program, students in English remediation will also be reading the 7 Habits for Highly Effective Teens by Sean Covey. The goal of reading this book is to help us get to know your students and to build a community of learners within the classroom. Because of limited space in the schedule, some students had to give up their elective class in order to take remediation. Students can earn their elective class back by earning passing grades and scores of 75% or higher on their Aquity tests.

Madison County Special Bowlers Fall League
Cost: $5 per week
Banquet at the End of the Season
Contact East Side Lanes for more information

How Does My Student Get a Grade in Resource???

If your student is in resource you might be wondering where their grade comes from. A grade in resource is giving the following requirements: Filling out agenda daily, bringing needed materials to class, and using their time constructively. Students are also required to log onto the Harmony program and check their grades weekly.

Hoosier Outdoor Experience
Sept 17 & 18th
9:00 am-6:00 pm
Fort Benjamin Harrison State Park in Indy
This event is FREE and Fabulous!!! My family and I have gone to this event since it began. It is a great way to spend a day outside! Participants are able to experience a variety of activities available in Indiana—hiking, biking, fishing, and learning about animals, they have put all you goodies in and stay hydrated. If you don’t have other plans, make great event!

Homework Troubles

If your child has forgotten their homework in their locker, your in luck! If there is a game, practice or school activity you can usually gain access to the building. Homework assignments can be accessed using the Harmony Gradebook Program online.

Random Thoughts From Mrs. Walker

This summer we adopted a new dog from the local shelter. I’ve always believed in supporting our local pet shelters but I never knew that by supporting the shelter we would also be supporting lots of other local businesses! To say the least, our new dog-Socks, is still very much a puppy and is in a chewing stage. At least I hope it’s just a stage. To date he’s eaten 6 pairs of shoes, 1 cell phone, 23 pencils, 37 crayons, 4 sand buckets, 1 intransible pool, 1 slip-n-slide, 1 couch and a countless number of my children’s toys! So if you see me out and about in town... I’m probably picking up a replacement for Socks’ latest chew-fest!

Parent Rights

Enclosed with this newsletter you should find a copy of your parent rights packet. If you have any questions or need additional copies, please contact Mrs. Walker.

Words to Know

Self Determination:
The ability to understand and explain your disability, strengths and challenges. The ability to ask for help when you need it.

Self Advocacy:
The ability to understand and explain your disability, strengths and challenges. The ability to ask for help when you need it.

Get Involved!!!

Don’t forget AMHS Homecoming is just around the corner! Come watch the parade or cheer on the team at the game!

Hope to see you there!
ACR Portfolio Worksheet

My Strengths

Three strengths that I have are ____________________________

__________________________________________________________

Learning Style Survey

I took a learning style survey. Based on the survey, my learning style is ____________________________.

This means that I benefit from ____________________________

__________________________________________________________

On learning strategy that might help me is ____________________________

__________________________________________________________

Self Advocacy Update

Self advocacy is ____________________________

__________________________________________________________

I feel I am doing a(n) ___________________ job at advocating for myself.
I have improved my self-advocacy by


I still need to work on


**Transition Information**

Regarding independent living skills after high school, I will...


Regarding education and training after high school, I will...


Regarding employment after high school, I will...


**My Goals**

My goals areas are:
I have made good progress in the area of:

_________________________________________________________________________________

I still need to work on:

_________________________________________________________________________________

**My Accommodations**

The accommodation(s) I use the most are:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

I would like to add/ remove the following accommodations:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Proposed Schedule for Next Year

English 8
Pre-Algebra
Social Studies 8
Science 8
Health and PE

Alternative Electives:
Annual Case Review
Agenda for Students

YOU ARE A PART OF YOUR CASE CONFERENCE COMMITTEE!!!!
SPEAK UP IF YOU HAVE QUESTIONS OR CONCERNS. TELL THE
GROUP WHAT YOU NEED TO SUCCEED IN REACHING YOUR GOALS!

1. The teacher will give the purpose of the meeting

2. Everyone will introduce themselves.

3. The teacher will offer Parent Rights to your guardian.

4. The teacher will check your address and information.

5. You will tell about your strengths (Page 3). Your guardian will then talk
about your strengths.

6. You will present your present levels of performance (Pages 4-9).

7. The committee will talk about if we should conduct more testing.

8. You and your guardian will be asked if they have any concerns

9. The committee will then talk about any behavior concerns they have.

10. Discuss the transition activities that you have completed this year
(Pages 10-15).

11. The committee will discuss state testing and accommodations.
12. **You will tell about your goals**<sup>1</sup> (Page 16). The committee will then discuss your goals for next year.

13. **You will tell about your accommodations**<sup>2</sup> (Page 17). The committee will then talk about your accommodations.

14. The committee will discuss your current special education services.

15. **You will present your proposed schedule for next year** (Page 18).

16. The committee will talk about any other special considerations (such as transportation, etc.)

17. Other questions or concerns from the committee.

18. Meeting is adjourned.
Suzy Sample’s
Present Levels of Performance
Spring 2012
# Table of Contents

My Strengths ................................................................. 3
Attendance and Discipline ........................................... 3
Star Math Annual Progress Report .................................. 4
Scholastic Reading Inventory ......................................... 5
Reading Counts Update .................................................. 6
Voyager Learning Progress ............................................ 7
PLATO Progress .......................................................... 8
Failure Free Reading Program ......................................... 9
Acuity Results .............................................................. 10
Report Card .................................................................. 11
Current Grade Report .................................................... enclosed
Personality Survey .......................................................... 12
Learning Style Survey ..................................................... 13
Independent Living Skills Assessment ............................... 14
Self-Advocacy Update ...................................................... 15
Career Interest Survey ..................................................... 16
Transition Information ..................................................... 17
My Goals ................................................................... 18
My Accommodations ....................................................... 19
Proposed Schedule for Next Year ..................................... 20

--- Note: Some students may not complete all assessment and transition items due to academic levels and schedules. ---
My Strengths

My strengths are ___________________________

English

video games

Swimming

Special Education Category

I qualify for special education services under the category of

Specific Learning Disability

Attendance and Discipline

I have been absent __________ day during the 2011-2012 school year.

I have received ______ behavior referrals.
Report Options
Group By: Student
Comparison: National Norm Reference

Grade: 7
Teacher: Walker, M.
ID: [Redacted]
Class: Sp. Ed. Screening

Diamonds (blue) show scores for each STAR assessment in the school year. For three or more scores, a trend line (black) is displayed. The three lines in the background (green) approximate scaled score progress based on percentile ranking of same-grade students who participated in the national norming study. For additional information, see STAR Math Technical Manual, found in the software.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>Scaled Score</th>
<th>GE</th>
<th>PR</th>
<th>PR Range</th>
<th>NCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/2011</td>
<td>434</td>
<td>2.1</td>
<td>1</td>
<td>1 - 1</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>9/15/2011</td>
<td>568</td>
<td>3.7</td>
<td>6</td>
<td>3 - 9</td>
<td>17.3</td>
</tr>
<tr>
<td>3</td>
<td>1/11/2012</td>
<td>664</td>
<td>5.2</td>
<td>18</td>
<td>11 - 28</td>
<td>30.7</td>
</tr>
</tbody>
</table>
Student Yearly Progress Report

Teacher: Cathy Hart-Walls, Mandie Walker
Grade: 7
Class: Hart-Walls 7-1

Time Period: 08/19/11 – 06/08/12

Grade Mean* (06/08/12)

858

LEXILE®

Beginning Reader

08/15/11: BR (0)

01/02/12: BR (0)

01/08/12: BR (70)

1.2 Grade Level

TEST DATE AND SCORE

Grade 7 Year-End Proficiency Range     BR = Beginning Reader

* Grade Mean is the average score of all students in the same grade based on their last test.

Using This Report

Purpose: This report tracks an individual student's Lexile scores over time in relation to the student's current year-end grade-level proficiency range.

Follow-Up: If the student is not meeting grade-level expectations, provide materials at the appropriate level for reading practice. If SRI performance has declined significantly, review the student's test experiences and plan appropriate intervention.
Time Period: 08/19/11 – 06/08/12

<table>
<thead>
<tr>
<th>DATE</th>
<th>BOOK</th>
<th>AUTHOR</th>
<th>LEXILE®</th>
<th>READING LEVEL</th>
<th>GRL</th>
<th>SCORE</th>
<th>POINTS</th>
<th>WORDS READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/08/11</td>
<td>Crash</td>
<td>Spinelli, Jerry</td>
<td>560</td>
<td>4.8</td>
<td>V</td>
<td>46%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11/03/11</td>
<td>Zoobreak</td>
<td>Korman, Gordon</td>
<td>700</td>
<td>4.3</td>
<td></td>
<td>33%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11/01/11</td>
<td>Crash</td>
<td>Spinelli, Jerry</td>
<td>560</td>
<td>4.8</td>
<td>V</td>
<td>46%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10/19/11</td>
<td>101 Ways To Bug Your Teach-er</td>
<td>Wardlaw, Lee</td>
<td>700</td>
<td>4.2</td>
<td>S</td>
<td>26%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10/18/11</td>
<td>Eggs</td>
<td>Schumacher, Stephanie</td>
<td>570</td>
<td>4.7</td>
<td>R</td>
<td>33%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10/18/11</td>
<td>101 Ways To Bug Your Teach-er</td>
<td>Wardlaw, Lee</td>
<td>700</td>
<td>4.2</td>
<td>S</td>
<td>13%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>09/30/11</td>
<td>Eggs</td>
<td>Singer, Marilyn</td>
<td>920</td>
<td>6.4</td>
<td></td>
<td>6%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>09/30/11</td>
<td>Eggs</td>
<td>Schumacher, Stephanie</td>
<td>570</td>
<td>4.7</td>
<td>R</td>
<td>0%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td>658</td>
<td>4.6</td>
<td></td>
<td>39%</td>
<td>17</td>
<td>50,908</td>
</tr>
</tbody>
</table>

Reading Counts average

Reading Counts
average

Printed by: High School Admin
Copyright © Scholastic Inc. All rights reserved.
Dear Parent/Guardian,

Your child is participating in Voyager Passport Reading Journeys, a reading intervention curriculum for adolescent students. At this level, students should make strong progress in decoding skills (ability to recognize and interpret correctly the words and sounds of language) and be focusing on fluency (reading with accuracy and expression), vocabulary, and comprehension skills. Review the charts below to see if your child is making progress. Your child’s teacher may also be entering Assessment Checkpoints, which assess a student’s learning of specific skills taught in each Expedition (unit of study). Please review all scores and discuss your child’s progress with his/her teacher. Parents can help bridge the home/school connection by reading with their child daily.

Student Historical Data

<table>
<thead>
<tr>
<th>Passport Reading Journeys 2011-2012</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
</tr>
</thead>
<tbody>
<tr>
<td>RB</td>
<td>Comprehension</td>
<td>480</td>
<td>505</td>
</tr>
<tr>
<td>RCT</td>
<td>Fluency</td>
<td>Struggling</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

I read 72 words per minute.
### Learner Assessment Report

**Learner:** [Redacted]

Report generated on 01/23/2012 at 12:37:35 PM EST

<table>
<thead>
<tr>
<th>Assignment</th>
<th>7th Grade Reading Test Benchmark #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>TIGER 7</td>
</tr>
<tr>
<td>Test Name</td>
<td>7th Grade National Writing Standards-Based Test (Test 1) Edition 1</td>
</tr>
<tr>
<td>Test Started</td>
<td>10/27/2011 02:28:00 PM EST</td>
</tr>
<tr>
<td>Test Graded</td>
<td>10/27/2011 02:43:45 PM EST</td>
</tr>
<tr>
<td>Time on Task</td>
<td>0 hr. 15 min. and 44 sec.</td>
</tr>
</tbody>
</table>

#### Results Summary

<table>
<thead>
<tr>
<th>Percentage Correct of Total:</th>
<th>33% (11 / 33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage Answered of Total:</td>
<td>100% (33 / 33)</td>
</tr>
<tr>
<td>Percentage Correct of Answered:</td>
<td>33% (11 / 33)</td>
</tr>
</tbody>
</table>

#### Results by Objectives

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation and Revision</td>
<td>14% (1/7)</td>
</tr>
<tr>
<td>Grammar</td>
<td>50% (2/4)</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>60% (6/10)</td>
</tr>
<tr>
<td>Punctuation, Capitalization, and Spelling</td>
<td>17% (1/6)</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>17% (1/6)</td>
</tr>
</tbody>
</table>

Still need to work on
### Learner Assessment Report

**Learner:** [Redacted]

**Report generated on:** 01/23/2012 at 12:37:46 PM EST

**Assignment:** 7th Grade Writing Test Benchmark #1

**Classroom:** TIGER 7

**Test Name:** 7th Grade National Writing Standards-Based Test (Test 1) Edition 1

**Test Started:** 11/01/2011 08:33:07 AM EST

**Test Graded:** 11/03/2011 08:30:24 AM EST

**Time on Task:** 2 hr, 29 min. and 1 sec.

---

### Results Summary

- **Percentage Correct of Total:** 24% (8 / 33)
- **Percentage Answered of Total:** 100% (33 / 33)
- **Percentage Correct of Answered:** 24% (8 / 33)

---

### Results by Objectives

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation and Revision</td>
<td>43% (3 / 7)</td>
</tr>
<tr>
<td>Grammar</td>
<td>0% (0 / 4)</td>
</tr>
<tr>
<td>Organization and Focus</td>
<td>30% (3 / 10)</td>
</tr>
<tr>
<td>Punctuation, Capitalization, and Spelling</td>
<td>17% (1 / 6)</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>17% (1 / 6)</td>
</tr>
</tbody>
</table>

---

*Still need to work on*
Teacher: Mandie Walker

Student: [redacted]
Grade: 7
Report Date: Wednesday, February 01, 2012 2:55:57 PM

What does this mean?

During the Initial Test, [redacted], who is at a grade 7 instructional level has tested at a frustration level of the 3rd grade (JR Orange B level) in the Failure Free Reading Program. After the PMD test, [redacted] tested at a reading comprehension frustration grade level equivalence of the 4th grade (Failure Free Reading's JR Teal S1 level). This means that [redacted] moved up 1 grade level(s) in reading comprehension and 1 level(s) in the Failure Free Reading materials.

[redacted] has increased 1 grade level(s)!

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Grade</th>
<th>Challenge Level</th>
<th>1.0</th>
<th>1.5</th>
<th>2.0</th>
<th>3.0</th>
<th>4.0</th>
<th>4.5</th>
<th>5.0</th>
<th>6.0</th>
<th>8.0</th>
<th>10.0</th>
<th>12.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2011 01:03:54 PM</td>
<td>7</td>
<td>JR Orange B (the 3rd grade)</td>
<td>83%</td>
<td>66%</td>
<td>83%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01/18/2012 12:30:22 PM</td>
<td>Other</td>
<td>JR Teal S1 (the 4th grade)</td>
<td></td>
<td></td>
<td>83%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[redacted] has increased 1 grade level(s)!
# Student Portfolio Report: 2011 - 2012

**Student ID:** 506903229  
**Teacher:** April Ice, Pete Gast, Leigh Bivens, Linda Draper, Jim Regenold, Mickey Foley, Shanna Bass, Michelle Burnett, Amanda Walker

**Report Date:** 02/01/12  
**Class:** Resource Pd 4, Math 7 Pd 4, Language Arts 7-8, 7th grade, Social Studies 7 Pd 6, Voyager 7

**School:** ALEXANDRIA-MONROE HIGH SCH  
**District:** ALEXANDRIA COM SCHOOL CORP

Scores falling into Tier 1 and Tier 2 are highlighted below for diagnostic and predictive assessment reports.

## Language Arts

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Test Date</th>
<th>Overall % points obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity Indiana LA Grade 7</td>
<td>10/27/11</td>
<td>31% _</td>
</tr>
<tr>
<td>Diagnostic Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acuity Indiana LA Grade 7</td>
<td>01/17/12</td>
<td>31% _</td>
</tr>
<tr>
<td>Diagnostic Form 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Mathematics

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Test Date</th>
<th>Overall % points obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity Indiana Math Grade 7</td>
<td>01/25/12</td>
<td>40% †</td>
</tr>
<tr>
<td>Diagnostic Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acuity Indiana Math Grade 7</td>
<td>01/25/12</td>
<td>40% †</td>
</tr>
<tr>
<td>Diagnostic Form 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Social Studies

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Test Date</th>
<th>Overall % points obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity Indiana Social Studies</td>
<td>10/21/11</td>
<td>37% _</td>
</tr>
<tr>
<td>Grade 7 Diagnostic Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acuity Indiana Social Studies</td>
<td>01/19/12</td>
<td>60% †</td>
</tr>
<tr>
<td>Grade 7 Diagnostic Form 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Assessments marked with an asterisk on this report contain off-grade testing items.*
## Alexandria-Monroe Junior High School
### Grade Report

**ID #**
Alexandria IN 46001

**Grade**
7

**Year**
2011-2012

<table>
<thead>
<tr>
<th>Term 1 Course</th>
<th>Description</th>
<th>Teacher</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>Test</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0501E-1</td>
<td>Voyager/Star Math</td>
<td>Walker, Amanda</td>
<td>B+</td>
<td>B</td>
<td>B</td>
<td></td>
<td>B+</td>
</tr>
<tr>
<td>04707-2</td>
<td>Social Studies 7</td>
<td>Foley, Mickey</td>
<td>C+</td>
<td>D</td>
<td>C-</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>04507-3</td>
<td>Phys Ed 7</td>
<td>Howell, Jon</td>
<td>A+</td>
<td>A</td>
<td>A</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>04807-4</td>
<td>Reading 7</td>
<td>Hart-Walls, Cathy</td>
<td>B</td>
<td>B+</td>
<td>C+</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>04207-5</td>
<td>Language Arts 7</td>
<td>Bivens, Leigh</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04307-5</td>
<td>Math 7</td>
<td>Draper, Linda</td>
<td>A-</td>
<td>B</td>
<td></td>
<td></td>
<td>B+</td>
</tr>
<tr>
<td>04207-6</td>
<td>Language Arts 7</td>
<td>Bivens, Leigh</td>
<td>B+</td>
<td></td>
<td>C</td>
<td></td>
<td>B-</td>
</tr>
<tr>
<td>04307-6</td>
<td>Math 7</td>
<td>Draper, Linda</td>
<td>B-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0500-7</td>
<td>Resource</td>
<td>Walker, Amanda</td>
<td>A</td>
<td>A+</td>
<td>A</td>
<td></td>
<td>A+</td>
</tr>
</tbody>
</table>

### Attendance Summary

- **Present:** 85
- **Absent:** 5

**Teacher:** Draper, Linda
Personality Information

I took a personality test and it stated that I have a ___ISTJ___ personality type. People with this personality trait types generally have the following traits:

- Loyal and faithful
- Natural Leaders
- Have strong opinions about the way things should be done
- Able to accomplish almost anything if they put their minds to it
- Stable, practical and down-to-earth

Possible career paths for this personality type include:

- Accountant and financial officers
- Police, detectives, judges, and lawyers
- Medical doctors and dentists
- Computer programmers
- Military leaders
Learning Style Survey

I took a learning style survey. Based on the survey, my learning style is ____VISUAL_____.

Visual learners relate most effectively to written information, notes, diagrams and pictures. A visual learner might not even absorb information if someone else just tells you. It's almost as if it didn't exist unless you see it written down.

On learning strategy that might help me is ___to add___ _______pictures to my flashcards.______
Independent Living Skills Assessment

I completed an interview with my teacher about my independent living skills. It told me that I have the same skills for independent living that my peers do at this age.

I am able to make myself breakfast, lunch, and dinner. I can make simple purchases at a store and I understand how to get help for an emergency.

The next steps for me are to learn about checking and savings accounts, the rules for driving a car and how to do laundry.
Self Advocacy Update

Self advocacy is **standing up for myself** and what I need.

This year I have completed many activities to work on my self advocacy. I attend the Learning for Life program to work on character building and understanding the world around me. I also work with my teacher on activities to help me understand how to stand up for myself and how to successfully work in a team or group of people.

I feel I am doing a(n) **good** job at advocating for myself.

I have improved my self-advocacy by **asking more** questions in class.

I still need to work on **getting my work in on time or asking for more time**.
Career Interest Survey

I took a career interest survey. The results listed the following careers as possible matches to my interests:

- fashion designer
- teacher
- child care worker
Transition Information

Regarding independent living skills after high school, I will...

live in the dorms while I go to school.

Regarding education and training after high school, I will...

go to college to study to become an art teacher.

Regarding employment after high school, I will...

get a job in Indiana as an art teacher.
My Goals

My goals areas are:

---

English

Study Skills

Self Advocacy

---

I have made good progress in the area of:

---

English

I still need to work on:

---

Study Skills
My Accommodations

The accommodation(s) I use the most are:

- read aloud
- calculator

I would like to add/ remove the following accommodations:

- none.
Proposed Schedule for Next Year

English 8  or  Direct English

Pre-Algebra  or  Algebra I  or  Direct Math

Social Studies 8  or  (Resource)

Science 8

Health and PE

Careers/College Prep with ½ period of Study Hall

Remediation  or  Choir  or  Band  or  Tech/FACS  or  Resource

Alternative Electives:

Choir

_________________________________________
ACR Teacher Interview

Thank you for helping the students to achieve this goal. I am very proud of their success so far and I am excited for my students to share this experience with you. Thank you!!!!

Here is are the general questions and potential answers. Feel free to ask additional questions.

What are your strengths? (page 3)
"Some of my strengths are..."

Tell me about your Star Math Scores. (page 4)
"I am working at a _____ grade level."
"My scores are increasing/decreasing."

Tell me about your Scholastic Reading Inventory scores. (page 5)
"My scores are increasing/decreasing."
"I am currently working at a _____ grade level."

Tell me about your Voyager score. (page 6)
"My lexile has increased/decreased."
"My fluency score has increased/decreased."

Tell me about your Aequity results. (page 7)
"My English score went up/down."
"My Math score went up/down."
"My Science score went up/down."
"My Social Studies went up/down."

Tell me about your semester grades. (page 8)
"I earned a B in Math. Etc..."

Talk with me about the personality test you took. (page 10)
"I took a personality test. It said I have a ISTJ personality. Some of the traits people with have are... Some possible careers for this personality type are..."

What is your learning style? (page 11)
"I am a tactile learner."

What is self advocacy? (page 13)
"Self advocacy is standing up for myself and my needs."

What were some of the results of your career interest survey? (page 14)
"Some careers I should consider are..."

Tell me about your transition information. (page 15)
"After high school I plan to live...."
"I plan to get training at..."
"I hope to get a job..."

What are your goal areas and how are you doing with those goals? (page 16)
"My goal areas are..."
"I have made progress in the area of..."
"I still need to work on..."

Thank you again for helping the students to learn about self-advocacy. I firmly believe that if our students have an understanding of their strengths and weaknesses they will be more successful students both in the classroom and in life. Thank you for taking the time to help make our successful.