

**EL DORADO COUNTY TRAINING SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Day Teacher Academy, JessicaBirthdate: 1/11/2009IEP Date: 11/15/2021**Strengths/Preferences/Interests**

Jessica enjoys playing soccer, spending time with friends, and working in the yard/garden at her family's home. Jessica is very social and is inclusive of others. She prefers to work in groups and enjoys assignments that have an artistic component. Jessica states her favorite class is science, especially on lab days. Jessica has shared she would like to attend college after high school and hopes to be a pediatric nurse or work on costumes for movies/television.

Parent input and concerns relevant to educational progress

Parents are concerned with her reading comprehension and writing, especially as she is getting closer to high school.

Smarter Balanced Assessment Consortium (SBAC)☐ Not Applicable**English/Language Arts Overall**☐ Standard Exceeded ☐ Standard Met ☐ Standard Nearly Met ☒ Standard Not MetReading ☐ Above Standard ☐ Near Standard ☒ Below StandardWriting ☐ Above Standard ☐ Near Standard ☒ Below StandardSpeaking and Listening ☐ Above Standard ☒ Near Standard ☐ Below StandardResearch/Inquiry ☐ Above Standard ☐ Near Standard ☒ Below Standard**Math**☐ Not Applicable**Math Overall**☐ Standard Exceeded ☐ Standard Met ☒ Standard Nearly Met ☐ Standard Not MetConcepts and Procedures ☐ Above Standard ☒ Near Standard ☐ Below StandardProblem Solving and Data Analysis ☐ Above Standard ☒ Near Standard ☐ Below StandardCommunication Reasoning ☐ Above Standard ☐ Near Standard ☒ Below Standard**California Alternate Assessments (CAA)**☒ Not ApplicableEnglish Language Arts ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingMath ☐ Understanding ☐ Foundational Understanding ☐ Limited UnderstandingScience ☐ Understanding ☐ Foundational Understanding ☐ Limited Understanding**English Language Development Test (English Learners Only)**☒ Not Applicable☐ ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Listening:

Speaking:

Reading:

Writing:

☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9): *Jessica will take the PE test in Spring of 2022.*

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) September 2021 NWEA Map Test Scores

Math - 214

Language - 200

Reading - 196

KTEA Standard Scores - October 2021

Academic Skills Battery Composite - 70

Math Concepts & Applications - 80

Letter & Word Recognition - 70

Written Expression - 68

Math Computation - 74

Spelling - 66

Reading Comprehension - 64

Reading Composite - 67

Math Composite - 77

Written Language Composite - 67

Hearing Date: 10/18/2021 ☒ Pass ☐ Fail ☐ Other**Vision Date:** 10/18/2021 ☒ Pass ☐ Fail ☐ Other**Preacademic/Academic/Functional Skills**

Current Grades (11/14/21):

ELA - 77%

History - 72%

Science - 84%

Math - 79%

PE - 88%

Teacher Narratives:

Gen Ed Math: Jessica shows basic understanding of 7th grade concepts covered in class including unit rates, dividing fractions, ratios and proportions, but struggles to apply the understanding to solve multi-step problems. According to the NWEA MAP mathematics, her strength is in geometry and her biggest area for growth is in statistics and probability. If Jessica gets stuck on a step, she will often stop solving a problem until she has adult guidance. With lots of encouragement and reminders to sketch-out models, she can usually succeed in solving a problem she is stuck on. She enjoys working in groups and works well with her peers. She is able to follow classroom routines but needs reminders to turn her homework in on time. She benefits extended time on her math tests and often takes her tests/quizzes in the resource room.

Gen Ed ELA: In her writing, Jessica is very creative and innovative with details. She has begun using a laptop more consistently and it has helped her to express herself during writing. She specifically struggles with spelling but can usually identify if a word is spelled wrong and work through correcting spelling with support. Jessica is growing in her ability to develop and organize writing and needs lots of front loading and support to begin a writing assignment. She has trouble getting started with her writing and having a space to orally process and develop ideas is most successful in helping her get started. She relies on graphic organizers to support her through drafting a five paragraph essay, and is able to understand the concept of a thesis and use it to drive her writing. Jessica is able to introduce a narrative subject very well, but has had a harder time with developing persuasive writing. She is able to state a clear position, but needs support in citing evidence to support her thinking and address counter arguments logically.

Jessica recently finished The Outsiders literature unit, and benefited from working with Ed Specialist in the learning center to review key concepts and themes. Jessica struggled to demonstrate her comprehension of text, specifically to be able to independently draw inferences using text evidence. Her reading comprehension is still below grade level, although she is able to read grade level text fluently. Giving her checks for understanding throughout reading passages has been helpful in making sure she is able to make connections with our novel studies and completing her readers notebook regularly.

Gen Ed History: Jessica is very courteous and respectful. She works hard during class, and showed a lot of interest in the Renaissance Unit. She often does not turn in her vocabulary assignments and needs multiple prompts to do so. She has some challenges with making up

missing assignments independently and having missing work. Jessica has retaken a few tests which has helped her overall grade. Recently she started to listen to audio recordings of the textbook which also seems to help with her understanding.

Gen Ed Science: Jessica completes most of her assignments without being asked, but sometimes does need reminders to submit her finished work. She is hard working and strives to do her best in class. She does very well in her lab group, and often chooses to be the group "Material Leader." Jessica also did a beautiful job on her Cell project, and was able to demonstrate her learning through a 3D model. Instead of a written task, she chose to verbally tell me about each cell components. This way of demonstrating learning seemed to work very well for her. She demonstrates some difficulty with assignments that involve written comprehension.

Ed Specialist Narrative (11/14/21)

Jessica continues to benefit from both her push in support as well as her time in the resource classroom. Jessica prefers to go to the resource room for extra math help in a smaller setting, and often asks to go when given independent work time in the GE classroom. Jessica did very well with one on one support in fraction and ratio skills, and really benefited from visuals to understand negative number operations. During push-in to math class she will often ask for help with multi-step problems. She can understand most of the concepts but struggles to apply her learning to word problems especially. Chunking word problems into smaller pieces and steps and helping her use pictures and manipulatives to show her thinking is especially helpful. Jessica knows most of her basic math facts but could improve in memorization of her times tables. She often uses skip counting or repeated addition to solve multiplication problems and this slows her ability to solve problems efficiently. When she is allowed to use a calculator, this helps with her frustration greatly. She works best in math when problems are modeled visually and steps are outlined for her to follow. We are just beginning a unit on equations and order of operations is a concept Jessica needs more practice in.

In her ELA class she takes advantage of having someone to talk through her writing with before getting started and recently we have started to use a laptop for writing instead of handwriting her work. While typing she is able to make edits to her work in real time, while on paper this is much harder for her because it takes longer time and more sustained focus. Jessica likes using graphic organizers to develop her essays in which each portion of the introduction, body, and closing paragraphs are outlined. She is passionate about her narrative writing, and shows strengths in character development. She does not feel confident using dialogue in her writing, and requires teacher support to include it correctly. Jessica also needs prompts to include transitional words and phrases in her writing. It's been helpful to have a "Transition Word Cheat Sheet" she can refer to when crafting her narratives. Jessica is continuing to work on developing her persuasive writing skills. She enjoys stating her position with a strong thesis statement, but often needs support to add details and cite evidence in her body paragraphs. She is able to talk through counter arguments, but needs prompting (through a graphic organizer or teacher reminder) to use them in her writing.

In the resource room we continue to have a small group to work on reading skills, as well as supporting her in completing both classwork and tests from her gen ed classes. Jessica has grown in her comprehension skills, as well as her ability to write comprehensive summaries based on notes that she has taken while reading. I would like to see her focus on using textual evidence to support her thinking as well as for her to take skills she has learned in her small groups and apply them more consistently when reading independently.

Jessica demonstrates areas of need academically in reading comprehension (citing textual evidence to support inferences), written expression (writing persuasive essays), math (order of operations and solving word problems) and vocation (turning in completed assignments).

Communication Development

SLP, 11/14/2021

Jessica continues to struggle with following multi-step directions, making associations between words, answering questions about stories, and recalling sentences verbatim. Jessica's overall language skills are in the well below average range, including receptive and expressive language, language memory, and language content.

Triennial Assessment Overview, 11/14/21:

Jessica was very cooperative and worked hard throughout this assessment. She made good eye contact, engaged in conversation appropriately, answered questions and transitioned well from one task to other. Additionally her overall speech intelligibility is judged to be 90% intelligible to an unfamiliar listener when the topic is unknown. Her pragmatic language skills, voice and fluency of speech were judged to be within normal limits. Jessica presents with a moderate to severe receptive-expressive language disorder according to standardized tests

CELF-5 (Standard Score: 65), informal assessment and language sample. Jessica demonstrates difficulty in formulating grammatical correct sentences using proper syntax and semantics, recalling sentences of increasing length and complexity and understanding relationships between words, and making comparisons and identifying relationships. Additionally results of EOWVPT-4 (SS:77) and language samples indicate a deficit in her expressive vocabulary and understanding concepts skills. Jessica's deficits in receptive and expressive language may impede her from fully accessing the general education curriculum and it is recommended that Jessica continue to receive communication supports as part of her overall academic program.

Gross/Fine Motor Development

Jessica's gross and fine motor development appears appropriate for her age. She is able to write legibly, and manipulates containers and common classroom items. She can walk, run, and climb stairs easily, and she participates in physical education and other physical activities without accommodations.

Social Emotional/Behavioral

Jessica presents as a well-adjusted, positive, polite young lady. She has many friends, and is appropriately social. Her teachers and family report that behavior is not an area of concern for them at this time.

Vocational

Jessica is able to participate in some of the prevocational skills expected for a student her age, including attending classes on time and running basic errands within her school. Her teachers report that she works well with peers, can follow class norms and expectations and is a respectful member of the school community. Jessica does struggle with executive functioning skills and teachers note concerns with her turning in her completed work, making up missed assignments, task initiation and self management.

Adaptive/Daily Living Skills

Jessica's daily living skills appear to be appropriately developed. She can use the restroom, feed herself, dress herself, and attend to her other basic needs independently.

Health

Parents report no health concerns at this time.

For student to receive educational benefit, goals will be written to address the following areas of need:

Reading comprehension: Citing Textual Evidence to Support Inferences)

Written expression: Writing Persuasive Essays)

Math: Order of Operations

Math: Word Problems

Vocation: Turning in Assignments

Receptive Language: Accessing Vocabulary in Context