

Todd Starr

Todd is a 12 year old male in your 7th grade classroom. He uses a wheel chair but could use a walker. From the second he comes into your room he begins to yell “I hate you” or “I’m going to annoy you.” He pulls the hair of anyone around him. He will often dig his fingernails into your skin and leave marks. If you take Todd out of the room and put him in the hallway, he remains quiet and does not disturb the class. When you ask him to read a book he continues to disturb the class and ignores you. He will almost always throw the book to the floor as well. The other students in the class thought it was funny at first as they were sure that Todd “was gonna get it” but have since grown tired of the outbursts and get angry. Todd was wheeled into your room one day last week and read the chalkboard. On it was written: “field trip to the nature center on Wednesday, don’t forget to bring a sack lunch and dress appropriately.” Todd read the board out loud and never missed a word. He complained to the teacher that when he has to bring his lunch, his mother packs p&b sandwiches and he hates PB & J. He also asked, “How do you suppose we will get around with this heavy wheelchair?” One day he was sitting watching another student struggle with a simple counting task (the student was counting dollar bills) and Todd interrupted the student and told him that he missed 24. Todd Quickly lost interest in watching the student count but was correct about the error.

Brigance information -

Assessment Component:	Grade	Competency
Reading comprehension, Form A F-2g (S-150)		He was able to answer items 31, 32, 33 and 35 correctly. He was not able to complete any of the items on the next form.
Word Recognition – Form A (S-114)		He correctly identified the following words automatic, curiosity pedestrian, rejected, responsibility, and vertical. He missed Academic, archaeologist, civilize, conviction, cordial, hieroglyphics, parchment and reassure.
Teacher Developed Materials & Systematic Documented Observation R.WS.06.EG06		After assessing Todd, it is determined that he is performing at 70-80% accuracy in his ability to Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation —recognition of identified grade level specific words and sight words while

		reading aloud a familiar grade level text.
Teacher Developed Materials & Systematic Documented Observation R.CM.04.EG03		After assessing Todd, it is determined that he is performing at 70-80% accuracy in his ability to compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding.
Teacher Developed Materials & Systematic Documented Observation N.ME.02.EG01		After assessing Todd, it is determined that he is performing at 20-30% accuracy in his ability to count using whole numbers to 30 in numerals and relate them to the quantities they represent.
Teacher Developed Materials & Systematic Documented Observation N.ME.02.EG02		After assessing Todd, it is determined that he is performing at 20-30% accuracy in his ability to explore and recognize equivalent representations and models for whole numbers to 30.

Todd Starr
Personal Information

**Address: 305 S. Court St.
Alma, Michigan**

Phone 555-8489

Birthday January 14, 2001

Parent Richard and Lindy Starr

Student ID 48502

Operating District Alma Public Schools

	Standard Score
Mathematic Applications	47
Reading Decoding	61
Reading Comprehension	50
Math Computation	53
Reading Composite	54
Mathematics Composite	51
AAMR (American Association on Mental Retardation) Behavior Scales	
Communication	5 years 3 months
Daily Living	4 years 5 months
Socialization	7 years 2 months
Motor	6 years 3 months

Todd's overall reading skills fell in the range considered significantly below the average range, but were consistent with his educational expectancy as determined by the WISC – IV.