

Tony Brennan

Tony is a new student to your school. He is 12 years of age. You have not received any information about Tony at this point. You have only had four weeks to work with him. He usually sits in the back of the room quietly and says nothing. Lately however, he has been “mocking” you and the students. He is intentionally trying to start a fight with other students. During reading time, he kicked one of the other boys in the head. You have been unable to contact his mother or father and they will not return your calls. When you are talking, he yells out “WHAT?” “I can’t hear you.” He also has a health and hygiene problem (he does not often bathe and smells of body odor). The principal is trying to make the case that Tony belongs in a special education classroom and the parent(s) and advocate are trying to make a case that Tony belongs in the general education classroom. After talking to Tony, it seems that he lives in a trailer with his aunt, uncle and THREE cousins! The principal talked to Tony’s mom when she enrolled him. Mr. Tines, the principal, mentioned that mom has a nose ring, tongue ring and a huge tattoo on her arm. One of the girls in your classroom said Tony took her purse and there was \$15.00 in it. You searched his locker and the purse was there – along with a hunting knife! This is your first year teaching.

Brigance information -

Assessment Component:	Grade	Competency
Reading comprehension, Form A F-2g (S-150)		He was able to answer items 31 – 34 correctly. He was not able to answer items 35 – 36. He could go no further.
Word Recognition – Form A (S-114)		He correctly identified the following words: cast, avenue, shipment, missed adjust, confidence, equipment, generation, furnace and
Teacher Developed Materials & Systematic Documented Observation 7.SP Statistics and probability P 50		After assessing Tony, it is determined that Tony was able to draw inferences about a population. 1. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple random samples (or simulated samples) of the same size to gauge the variability of estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the outcome of a school election based on randomly sampled survey data. Graphical displays will show how off the estimate or prediction might be.
Teacher Developed Materials & Systematic Documented Observation 6.NS Number Systems P 42		After assessing Tony, it is determined that Tony was able to apply his previous understandings of multiplication and division to divide fractions by fractions. 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will you get if 3 people share $1/2$ lb of chocolate equally? How many servings are in $2/3$ of a cup of yogurt? How wide is a rectangular field with length $3/4$ mi and area $1/2$ square mi?

<p>Teacher Developed Materials & Systematic Documented Observation</p> <p>Grade 5 RI Reading Informational Text P 14</p>	<p>After assessing Tony, it is determined that Tony was 70-80% to:</p> <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more events, ideas, or concepts in a historical, scientific, or technical text; cite specific information in the text.
<p>Teacher Developed Materials & Systematic Documented Observation</p> <p>Grade 5 Reading Fluency RF P 17</p>	<p>After assessing Tony, it is determined that Tony was able to demonstrate accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Tony Brennan

Personal Information

Address: 455 Jefferson St.
Alma, Michigan

Phone 555-6792

Birthday June 17, 2001

Parent Marsha and Walter Brennan

Student ID 8675309

Operating District Alma Public Schools

	Standard Score
Mathematic Applications	82
Reading Decoding	90
Reading Comprehension	88
Math Computation	80
Reading Composite	85

Mathematics Composite	84
Vineland Adaptive Behavior Scales	
Communication	7 years 6 months
Daily Living	6 years 2 months
Socialization	8 years
Motor	7 years 10 months

Tony's overall reading skills (measured by the WISC IV – school psychologist) fell in the range considered to be in the average range, but were consistent with his educational expectancy as determined by the WISC – IV.