

# Confidential Student Profile

## Student: Sammy Student



**Case Manager: Anna Capacci**

**Graduation Year: 2022**

**Service Areas:** **Writing** :

- Write clear paragraphs with evidence
- Self edit writing for grammar, spelling, and punctuation

**Math**

- Solve two step algebraic equations

### **Special Considerations:**

Currently, Sammy does not have internet at home, which makes doing homework at home difficult. He has support class 2nd period and can complete work at school. Encourage him to stay after school for tutoring in the Success Center.

### **Student Strengths:**

- Humanities and creative writing are a strength.
- He likes art and cosplay (create and dress up in costumes)
- Sammy is a big LGBTQ+ supporter
- Used to play the clarinet in band, and trying to get back into it here at EHS.

### **Post Secondary Goals:**

- He is interested in becoming a medical technician
- He wants to go to community college and live on his own

<b>Area of Concern</b>	<b>Support Strategies</b>
Sammy's first language is Spanish. He has trouble pronouncing English words sometimes. He feels uncomfortable speaking in front of groups.	Don't "put him on the spot". If he needs to share in front of the class, give him questions beforehand and allow him to think of a response so he feels more prepared.
Sometimes Sammy gets anxious and he needs to take a break from class.	Allow him to go to the Gray Academy or Special Ed office to take a break. He understands that this is meant to be brief and a time to refocus so he can go back to class.
Writing and math are areas of academic challenge. Sammy especially struggles with spelling and	Sammy does best with clear expectations and due dates.

<p>handwriting, which makes handwritten assignments difficult.</p>	<p>ALWAYS allow written assignments to be completed on chromebook. Encourage Sammy's use of voice typing. Spell check is often ineffective because his attempts at spelling are very phonetic; do not grade down for spelling if that is not the standard being assessed.</p> <p>For written assignments:</p> <ul style="list-style-type: none"><li>- Check in individually to go over prompt and brainstorm ideas.</li><li>- Assist Sammy in creating an outline</li><li>- Scaffold writing assignments. For example, provide a claim, and ask Sammy to find evidence to support the claim.</li></ul> <p>For math:</p> <ul style="list-style-type: none"><li>- Provide a sample problem with step-by-step notes that he can use to solve other problems</li><li>- Reduce number of problems assigned</li></ul>
<p>Additional Notes: Sammy doesn't like people invading his personal space</p>	

# IEP Accommodations

## Accommodations

Accommodation(s)/Modification(s)	Frequency	Location
ALL - Individual or small group setting	during testing	school setting
ALL - Multiple or Frequent Breaks	during testing	school setting
ALL - Print on Demand - Paper Copies of Items/Passages/Stimuli while computer testing	during testing	school setting
ALL - Testing Broken into Segments Over Multiple Days within Testing Window	during testing	school setting
Classroom - Break Material into Manageable Parts	During Independent Work	school setting
Classroom - Calculator Allowed	During Independent Work	math class
Classroom - Check Work Frequently to Ensure Understanding	During Class Period	school setting
Classroom - Help Student Identify a Safe Person/Place if Feeling Anxious	during the day	school setting
Classroom - More than One Day for Classroom Tests	During Independent Work	school setting
Classroom - Reduce Number of Problems	During Independent Work	homework
Classroom - Reduce Number of Problems	During Independent Work	math/written homework
Classroom - Use Graphic Organizers	During Class Period	Humanities/English

## IEP Test Accommodations

Classroom - Use of a Computer or other Word Processor	During Class Period	school setting
Classroom - Use of Graph Paper for Math	During Independent Work	school setting
Classroom - Use Word Prediction Software	During Independent Work	school setting
SBAC ELA - BASIC (Change Level for Meeting Standard from Level 3 to Level 2)	during testing	school setting
SBAC ELA - Text to Speech - Reading Passages/Stimuli (CAT Only) - Accommodation Only	during testing	school setting
SBAC ELA - Text-to-Speech - ELA CAT Items (Not Stimuli/Passages) and all of ELA PT - Designated Support	during testing	school setting
SBAC Math - BASIC (Change Level for Meeting Standard from Level 3 to Level 2)	during testing	school setting
SBAC Math - External Calculator for Calculator Allowed Items only (Gr 6-8, 10 & 11) per OSPI Approved List	during testing	school setting
SBAC Math - Multiplication Table - Gr 4-12 Only	during testing	school setting
SBAC Math - Text to Speech - Items and Stimuli - Designated Support	during testing	school setting
WCAS Science - BASIC (Change Level for Meeting Standard from Level 3 to Level 2)	during testing	school setting
WCAS Science - Text To Speech - Via External Device	during testing	School setting

# IEP Goals

## Goals

Write Informative Text-EEW8.2	By infc fror cati anc clas writ
Written Language	By Wri writ wor a 1
One Variable Linear Equations/Inequalities (9-12.ARIE.3)	By 10) var 0%

**[Copy IEP goals directly from IEP]**



--	--	--	--