

Rachel Healy  
5th Grade Student Readiness Profile  
Spring 2021

## **CLASS DESCRIPTION**

I am an intern in a 5th grade class at an elementary school in South Portland that is diverse by race, language, and economic standards. During the pandemic, the class is divided into two cohorts: Cohort A attends school in person on Monday and Thursday and Cohort B attends school in person on Tuesday and Friday.

Cohort A is made up of 5 boys and 2 girls. One student is former ELL and has tested out.

1 student has an IEP for multiple disabilities and learning needs. Cohort B is made up of 5 girls and 1 boy. One student is former ELL and has tested out. 1 student has an IEP for emotional disturbance and behavioral needs.

This class has one full-time teacher who teaches ELA, math, science, and social studies. One ed tech spends time in the classroom for math support. Additionally, some students have in-person and/or remote check-ins with support professionals including special ed teachers, ed techs, and case managers.

On remote learning days, students complete work that has been assigned to them during in-person days as well as new assignments in Google Classroom. On Wednesdays, all students have a morning Google Meet with the classroom teacher to check in. All students rotate between art, music, and phys ed classes during remote days.

The data in the tables below is pulled from both cohorts. I included the most recent NWEA scores; reading was tested at the beginning of this school year (Fall 2020), but because of the pandemic math has not been tested since the last school year (Fall 2019). I also included Dreambox data including how much time students use Dreambox each week, and what grade level standards



they are working on. Dreambox is the primary remote math teaching tool (in addition to the Investigations Math workbook) and data is available for every student in the school. Where available, I also included Elementary Math Diagnostic Interview (EMDI) scores.

NWEAs, EMDIs, and Dreambox data are the primary data used to evaluate student placement and progress in RTI for Language Arts, Math, and Social/Emotional.

I also opted to include a significant amount of data from the IEPs of two students, as well as the observations of other professionals. I am working in a small school where the general ed teachers, special ed teachers, counselors, and other professionals get to know the students well. Because I am working in a 5th grade class, many of the students have attended this school for 6 years and are well-known to the staff.

### DATA TABLES (2)

Student Code	NWEA Reading RIT/percentile (FA20)	Lexile Range (FA20) Typical 5th gr: 610L-850L	NWEA Math RIT/percentile (FA19)	EMDI Math grade level tested/ percentile compared to reference group	Dreambox: minutes/wk used	Dreambox: Grade level	Dreambox: Standards proficient/ progressed at that grade level
A	219/81	955L-1105L	205/66		38	3-4	6/22
EC	193/24	455L-605L	189/24	3rd/70	15	2	4/9
EG	209/61	765L-915L	201/44		23	3-4	0/7
G	201/42	610L-760L	193/34	4th/36	18	2-3	0/12
H	196/30	515L-665L	187/20		15	2-3	0/5
M	163/01	BR125L-25L	192/31		46	2-3:0/2	

Student Code	Intern Observations	Other observations	IEP/504/other interventions and observations
A	<p>This student is especially friendly with one other student in the class (GM). She works quietly on most tasks, and is one of the only students who tends to stay seated throughout the day. She stays on task and often raises her hand to answer questions that I ask, especially during math lessons.</p> <p>She has shared that she enjoys reading. She usually reads middle level reader novels during free reading time.</p>		
EC	<p>This student is friendly and social with other students in the class.</p> <p>She regularly interrupts conversations to share something unrelated. I have noticed that she often talks about how many followers she has on social media and the complimentary comments they write on her posts.</p> <p>Recently she came to school talking about how upset she was because one of her closest friendships had become "toxic," but when asked what school her friend attends she said she couldn't remember.</p>	<p>My mentor teacher and the school counselor have both observed that this student exhibits attention seeking behavior and craves validation from peers and teachers.</p> <p>The school counselor also noted that she craves drama.</p> <p>The ed tech that works with her shared that in earlier grades, the student often said she didn't know how to do things (even though she had already demonstrated proficiency) in order to get extra help/attention from the ed tech. She stated that this may have become a</p>	<p>This student has ed tech support in the general classroom for math.</p> <p>She is not attending Google Meets with her ed tech regularly.</p>

	<p>I have observed that EC enjoys being given a meaningful “job” or asked to help me in some way. For example, recently another student was not participating in a group activity during movement break. Instead he was sitting apart and appeared sullen. I tried to ask him what was wrong and he didn’t want to talk to me about it. I asked EC to “check in” with him and see if he needed anything. After she checked in, the other student perked up and joined the group. I thanked EC privately and she appeared proud.</p>	<p>“self-fulfilling prophecy” - student used to be on grade level in many areas, but spent so much time seeking attention that she has fallen behind.</p>	
EG	<p>I have observed that this student regularly ignores teacher instructions and becomes visibly and audibly agitated when she is asked to do something she doesn’t want to do. Recently I asked her to put away her computer during silent reading time, and she replied by calling me a rude name.</p> <p>She often gets up from her desk and goes to the adjacent coat room during class time, where she sits on the floor and reads a book or looks at her computer. She regularly ignores requests to return to the classroom.</p> <p>I have noted that there are certain patterns she is attached to. She</p>	<p>Parents feel student responds well when adults engage child by “naming the behavior” allowing child to make more connections between their actions and behavior.</p> <p>Conners 3 questionnaire completed by student’s parents and 3rd grade teacher identified “very elevated” inattention, hyperactivity/impulsivity and defiance/aggression.</p> <p>BASC-3 completed by student’s parents and 3rd grade teacher indicate student “often” or “almost always” loses control when angry, is distracted by technology, gets back at others, and confuses real with make-believe.</p>	<p>This student has identified Emotional Disturbance. IEP identifies functional/developmental needs and states that the student exhibits “behavior that impedes the child’s learning or that of others requiring positive behavioral interventions and supports and other strategies to address the behavior.”</p> <p>Student requires 5 hrs/wk direct special ed instruction and 1.5 hrs/wk social work supportive service.</p>

	<p>always puts her books in the same place on her desk, and gets upset when asked to move them. She recently got upset when I began to erase her work from the Prometheus board, because she said my mentor teacher always leaves student work up during the lesson.</p> <p>I have noticed that this student becomes animated and cheerful when discussing topics that interest her (e.g. space, fantasy novels). Recently, after I played four square with her on the playground, she gave me an "air hug."</p>	<p>Both parents and teachers have stated student has poor self-control and will frequently act without thinking.</p> <p>Case worker-identified strengths: very strong reader, good reading comprehension, creative with writing topics and content, number sense and awareness, enjoys art and building activities.</p> <p>Case worker-identified gaps in functional performance: 21st Century Skills - develop problem solving skills, develop skills to further maintain conversations and actions that are relevant; Habits of Work - Persevering through a difficult task, asking for help, maintaining positive interactions with peers and teacher.</p> <p>Case worker states "when presented with social/emotional situation/problem, [student] requires adult support in the form of prompting, reminders, and/or coaching to identify, address, and solve the problem. She is often not ready to process/accept help from an adult when emotionally elevated; she is more receptive to coaching/prompting from a trusted adult when she is 'coming down' emotionally."</p>	
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G	<p>I have observed that this student is friendly with other students in the class. She has one very close friend with whom she spends most of her free time and time outside of school. Her friend excels in most academic topics and especially math.</p> <p>This student often gets off topic, responding with non sequiturs to questions posed by the teacher. Her area and things often appear chaotic.</p>	<p>My mentor teacher and the ed tech who works with this student have both stated that she lacks confidence in her ability to do math, and that working with her continuously on math skills is building her confidence. They note she has made big advances this year in math skills.</p> <p>My mentor teacher noted that the student often has trouble staying on task, gets distracted easily and loses track of what she is supposed to be doing.</p>	<p>This student has ed tech support in the general classroom for math, and some pull-out math coaching.</p>
H	<p>This student rarely speaks in class. She follows teacher directions and is social with the other students during free times.</p>	<p>The school counselor noted that she is seeking a Sweetser referral for this student for mental health care due to confidential problems at home.</p> <p>My mentor teacher noted that this student is often charged with taking care of her younger brother, and the student has shared she isn't always able to complete work at home because of interference from her brother.</p>	<p>This student has ed tech support in the general classroom for math.</p> <p>She has been absent 11 out of 35 in-person days this school year and most remote day Google meets (including the last 8 consecutive days).</p>
M	<p>This student rarely speaks in class. It is often a struggle to get him to answer a question, even one about a familiar topic. For example his family recently got a dog; when my mentor teacher asked him the dog's name,</p>	<p>A BASC-3 completed by student's 3rd grade teacher and mother indicate depression, anxiety, withdrawal, adaptability, and functional communication within the at-risk or clinically significant range.</p>	<p>This student has identified SLD, Speech/Language Impairment, and Multiple Disability. IEP identifies communication needs, academic needs, and functional/developmental needs.</p>

	<p>he did not answer her.</p> <p>He does engage with other students during free time, such as playing basketball or other sports during movement breaks, but he still says nothing or very little during this time.</p> <p>He often takes a long time to follow directions, but is never openly defiant. Rather, he seems to be very slow at carrying out tasks, or unclear about what he is supposed to do.</p>	<p>Case worker-identified strengths: enjoys social studies and science, has ideas for writing, mathematical thinking</p> <p>Case worker-identified gaps in academic performance: Difficulties with phonological awareness and weak working memory adversely impacts ability to make progress within regular education classroom. Student has substantial difficulty holding an appropriate amount of information in mind or in active memory for further processing, encoding, and/or mental manipulation.</p> <p>Case worker-identified gaps in functional performance: speech/language - sound accuracy, build confidence in communicating in a variety of situations; OT - fine motor strength, motor coordination for paper and pencil tasks.</p>	<p>Student requires 14.5 hrs/wk direct special ed instruction within the areas of reading, writing, and math to teach compensatory strategies needed to access more instruction within a regular education setting.</p>
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## CURRICULUM BARRIERS TABLE

Curriculum Barrier	Student Codes (all who apply)	Describe barrier in detail and provide evidence from data table for each applicable student	Possible scaffolds to mitigate barrier (several per barrier). Include any professionals consulted and their ideas.
Reading Comprehension	A	Needs extensions. NWEA overall reading 81%ile; HighAvg score on Key Ideas and Details; high Lexile Range.	<p>Extensions - provide choice of reading materials for free reading as well as topical reading. Offer this student higher level books, as well as on-topic magazine articles.</p> <p>Talk with student about identifying credible online resources so she can dig deeper into research topics.</p> <p>When appropriate, introduce primary sources (photographs, diaries, etc.) and have all students create K/W/L charts. Encourage this student to spend more time with primary sources.</p> <p>Provide this student with reading reflection prompts that encourage higher-level thinking such as asking her to defend/critique a point.</p>
	EC	Low reading comprehension. NWEA overall reading 24%ile; LowAvg score on Key Ideas and Details; low Lexile Range.	<p>Provide lower-level reading material on subjects covered in class (e.g American Revolution, space).</p> <p>Incorporate visual and hands-on learning components that complement reading materials.</p> <p>Provide graphic organizers for capturing important information.</p> <p>For group reading books, use remote learning</p>



			<p>breakout rooms to create reading groups at different levels. Have ed tech join struggling reader group to provide extra support.</p> <p>Use scaffolded questions to guide reading journal entries toward learning targets.</p>
	H	<p>Low reading comprehension. NWEA overall reading 30%ile; Low/LowAvg score on Key Ideas and Details; low Lexile Range.</p>	<p>Provide lower-level reading material on subjects covered in class (e.g American Revolution, space).</p> <p>Incorporate visual and hands-on learning components that complement reading materials.</p> <p>Provide graphic organizers for capturing important information.</p> <p>For group reading books, use remote learning breakout rooms to create reading groups at different levels. Have ed tech join struggling reader group to provide extra support.</p> <p>Use scaffolded questions to guide reading journal entries toward learning targets.</p>
	M	<p>Low reading comprehension. NWEA overall reading 01%ile; Low score on Key Ideas and Details; BR Lexile Range.</p>	<p>This student is pulled out for literacy instruction. Maintain regular check-ins with RTI team and special ed teacher to ensure continuity of support.</p> <p>Provide lower-level reading material on subjects covered in class (e.g American Revolution, space).</p> <p>In one-on-one meetings, provide lots of prompting questions to get M to build comprehension and interpretation skills.</p> <p>According to his IEP, M has relative strengths in</p>

			<p>visual perception skills. To that end, incorporate visual and hands-on learning components that complement reading materials.</p> <p>Provide graphic organizers for capturing important information.</p> <p>Assign “read-to-me” feature on EPIC to explore books on class topic or student choice.</p>
<p>Math Conceptual Proficiency</p>	<p>EC</p>	<p>Not meeting math concept grade level benchmarks. NWEA math 24%ile; EMDI testing at 70%ile for 3rd grade level; Dreambox grade level 2.</p>	<p>Regular check-ins with RTI team/ed tech to ensure continuity of support.</p> <p>Use math warm-up period and “number of the day” to model new problem solving skills.</p> <p>Use visuals and manipulatives to illustrate key math concepts.</p> <p>Have more “math discussions” where students can talk about and/or show their problem solving processes. This will help uncover and clarify misconceptions, and show multiple ways of “doing math.”</p> <p>According to RTI team, Dreambox has been effective at building conceptual skills. Create a Dreambox incentive system to encourage increased use, e.g. PBIS tickets and rewards.</p> <p>For other instruction that requires math concepts (e.g. Energy and Motion), review relevant math concepts at beginning of science lesson.</p>

	G	<p>Not meeting math concept grade level benchmarks. NWEA math 34%ile; EMDI testing at 36%ile for 4th grade level; Dreambox grade level 2-3.</p>	<p>Regular check-ins with RTI team/ed tech to ensure continuity of support.</p> <p>Use math warm-up period and “number of the day” to model new problem solving skills.</p> <p>Use visuals and manipulatives to illustrate key math concepts.</p> <p>Have more “math discussions” where students can talk about and/or show their problem solving processes. This will help uncover and clarify misconceptions, and show multiple ways of “doing math.”</p> <p>According to RTI team, Dreambox has been effective at building conceptual skills. Create a Dreambox incentive system to encourage increased use, e.g. PBIS tickets and rewards.</p> <p>For other instruction that requires math concepts (e.g. Energy and Motion), review relevant math concepts at beginning of science lesson.</p>
	H	<p>Not meeting math concept grade level benchmarks. NWEA math 20%ile; Dreambox grade level 2-3.</p>	<p>Regular check-ins with RTI team/ed tech to ensure continuity of support.</p> <p>Use math warm-up period and “number of the day” to model new problem solving skills.</p> <p>Use visuals and manipulatives to illustrate key math concepts.</p> <p>Have more “math discussions” where students can</p>

			<p>talk about and/or show their problem solving processes. This will help uncover and clarify misconceptions, and show multiple ways of “doing math.”</p> <p>According to RTI team, Dreambox has been effective at building conceptual skills. Create a Dreambox incentive system to encourage increased use, e.g. PBIS tickets and rewards.</p> <p>For other instruction that requires math concepts (e.g. Energy and Motion), review relevant math concepts at beginning of science lesson.</p>
	M	<p>Not meeting math concept grade level benchmarks. NWEA math 31%ile; Dreambox grade level 2-3.</p>	<p>This student is pulled out for math instruction. Maintain regular check-ins with RTI team and special ed teacher to ensure continuity of support.</p> <p>For other instruction that requires math concepts (e.g. Energy and Motion), review relevant math concepts at beginning of science lesson.</p> <p>Incorporate visuals and hands on experiences that illustrate relevant math concepts.</p> <p>When possible, pair this student with a strong math student for science work (probably AM)</p>
Capacity to Follow Directions	M	<p>Weak working memory and information processing issues as identified in IEP and by case worker and teachers.</p>	<p>When possible (difficult due to Covid) work in pairs and pair this student with a student who stays on task and follows directions (probably ES)</p> <p>Visual cues coupled with repeated verbalization and modeling of processes for all assigned tasks in class.</p>

			<p>For remote tasks, include step-by-step written directions AND Loom videos.</p> <p>Have this student sit next to a student who stays on task and follows directions (ES)</p> <p>Regular 1-on-1 check ins to ensure student comprehends and remembers directions.</p>
	EC	<p>My observations and observations of other professionals - this student spends a large portion of the day on attention-seeking behavior and does not follow directions.</p>	<p>Visual cues coupled with repeated verbalization and modeling of processes for all assigned tasks in class.</p> <p>Ask student to repeat back directions and make a plan for steps she will take to follow them. When appropriate, have her make a checklist of steps she will take.</p> <p>Provide regular and specific praise when student is on task.</p>
	EG	<p>My mentor teacher and other professionals have shared that EG is often unable or unwilling to follow directions.</p> <p>I have observed that the student can be aggressive during transitions.</p>	<p>Visual cues coupled with repeated verbalization and modeling of processes for all assigned tasks in class.</p> <p>Provide regular and specific praise when student is on task.</p> <p>Provide physical organizer for student's belongings so she can put them in an agreed upon place at transitions.</p>

## SETTING BARRIERS TABLE

Setting Barrier	Student Codes (all who apply)	Describe barrier in detail and provide evidence from data table for each applicable student	Possible scaffolds to mitigate barrier (several per barrier). Include any professionals consulted and their ideas.
Class norms	EC	<p>My observations - student is frequently off task, turning around in her seat or getting out of her seat to talk to other students. She often speaks when others are speaking.</p> <p>She does not follow through on expectations, as demonstrated by minimal time spent using Dream Box (15 min/week compared to 30 min/week minimum assigned).</p> <p>I have also observed that this student thrives when given a meaningful job.</p>	<p>Create Class Norms contract together as a class and ask students to sign on to it. Post in the room and review at the beginning of each day.</p> <p>Find ways to make EC feel needed - give her a regular classroom job or look for opportunities to enlist her help. Follow up with genuine praise and thanks.</p> <p>Regular check-ins with EC's RTI team about attendance what is and isn't working.</p>
	EG	<p>Student's IEP states significant emotional/behavioral barriers and significant externalizing behaviors.</p> <p>I have observed that this student can be aggressive during transitions. Additionally, she spends a large portion of the day sitting on the floor in the coat closet, not participating in class.</p>	<p>Create Class Norms contract together as a class and ask students to sign on to it. Post in the room and review at the beginning of each day.</p> <p>Create reflection sheet and have student fill it out after disruptive behavior. Include: What happened? How can I fix it? What can I do differently next time I'm in this situation? What do I need from my teacher or others to be successful in this situation?</p> <p>The school counselor shared with me that EG used to be able to go to his office to decompress when</p>

			<p>she needed to “get away” but now that is not always possible because of Covid and avoiding “cross contamination.” Because it is problematic for EG to spend large amounts of time in the coat closet during instructional time, the counselor suggested having scheduled break times when EG knows she is allowed to go to the coat closet to decompress.</p> <p>Stay in close contact with EG’s RTI team (including formal and informal check-ins) about what is and isn’t working and continue to make adjustments.</p>
Presentation requirement	M	<p>IEP states speech/language impairment and below-average articulation, vocabulary, and language skills.</p> <p>I have observed that this student rarely speaks in class, and uses minimal words when answering questions.</p> <p>Student has stated he enjoys using the Chromebook and playing video games.</p>	<p>Provide choices for how M can demonstrate learning that do not involve oral presentation.</p> <p>Incorporate technology into presentation requirements, e.g. apps for creating cartoons or storyboards.</p> <p>Look for ways to “gamify” formative assessments such as Kahoot to check for understanding.</p> <p>Continue working with RTI team on valid assessments of M’s learning.</p>
Attendance patterns	EC	<p>Ed tech states EC not attending remote Google meets for support.</p>	<p>Have EC make a personalized schedule with days/times/codes for Google Meets and tape it to her Chromebook. Then have her set up Google Calendar reminders to herself.</p> <p>Along with classroom teacher and ed tech, continue sending out daily meeting reminders each morning to all students.</p> <p>Reach out to EC’s mother with her attendance record to make sure she knows student has been</p>

			<p>missing meetings, and remind her that meetings are required.</p> <p>Look into possible placement in remote day program (e.g. Boys and Girls Club) and connect with staff there about EC's schedule.</p>
	H	<p>Frequent absence from in-person and remote instruction - school counselor indicates there are undisclosed issues in H's home life that are leading to her missing school and meetings.</p>	<p>Continue close contact with RTI team/school counselor about H's current home situation.</p> <p>Talk to counselor and look into possible placement in remote day program (e.g. Boys and Girls Club)</p> <p>Along with classroom teacher and ed tech, continue sending out daily meeting reminders each morning to all students.</p>