Student Details

Account Information

Student Name:	Catherine Wilson	**Date of Birth:**	10/23/2009 (Age 12)
District ID:	854208	**Username:**	catherine.wilson
State ID:		**Password:**	classworks
Alternate ID		**Email:**	c.wilson@randatmail.com

Demographics

Grade:	Sixth	**Additional Information**	
Gender:	Female	Economically Disadvantaged	
Race:	White	Hispanic or Latino	

Group Enrollment

Type	Group Name
School	JL Johns Elementary School Students
School	After School All Stars Students
Custom	Accelerated Learning Students
Custom	Tier 3 Students

Class Enrollment

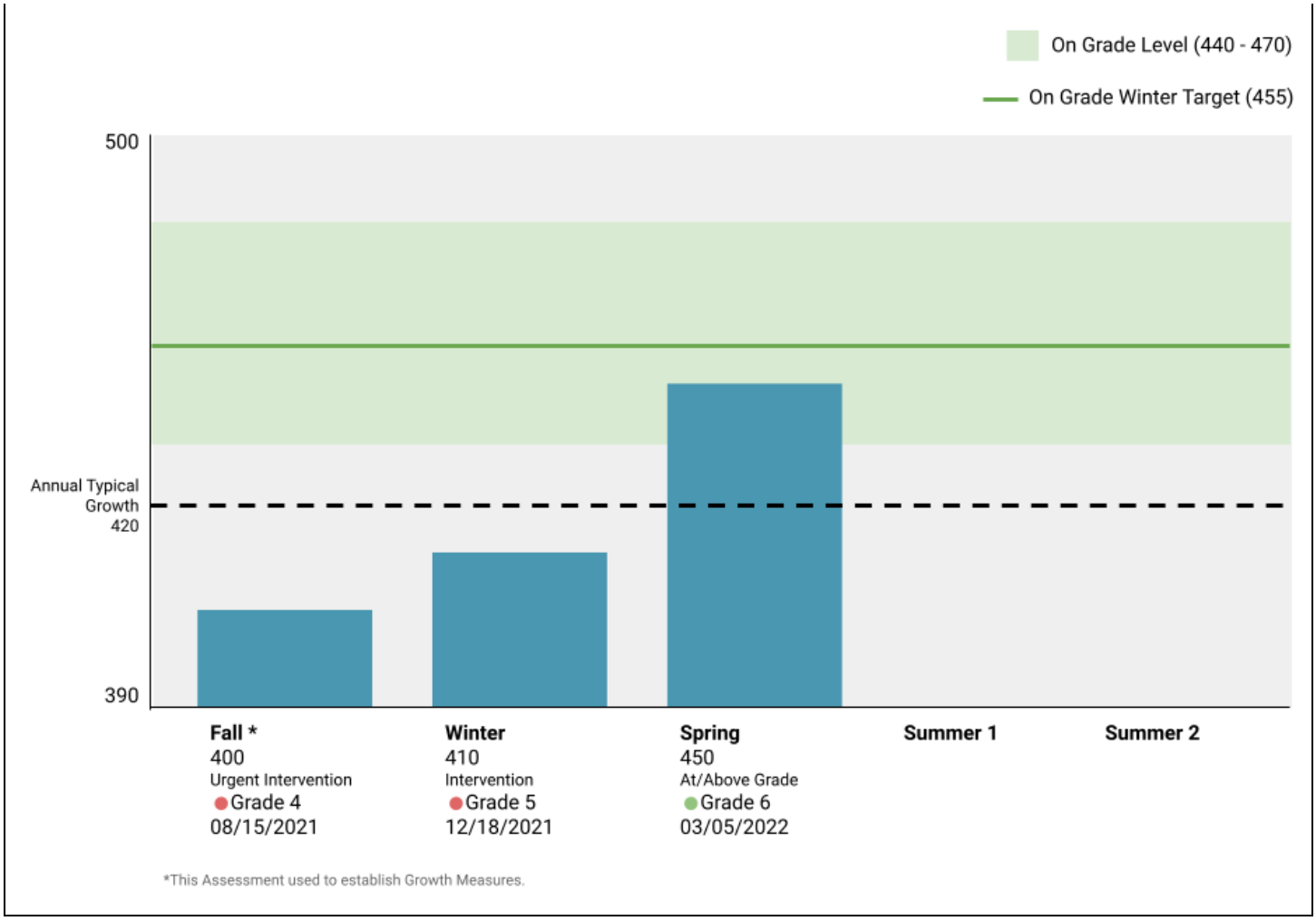
School	Class Name
After School All Stars	6th Grade AS All Stars (Melissa Sinunu)
JL Johns Elementary School	Morning Mathematics Tutoring (Jennifer Scotts)
JL Johns Elementary School	Mr. Henley Homeroom (Jerry Henley)

Instructional Badges

	Type	Date
	150 Silver	12/14/2022
	150 Silver	11/05/2022
	150 Silver	09/16/2022

Assessment

Universal Screener



						Grade Level Equivalency			
Window	**Date**	**Duration**	**Rush**	**Scaled Score**	**PR**	**Overall**	**ALG**	**GEO**	**SP**
Fall	08/15/2021	00:21:19		400	15th	4	4	4	4
Winter	12/18/2021	00:12:45	⚠	410	23rd	5	5	5	4
Spring	03/05/2022	00:24:55		450	51st	6	6	6	5
Summer 1									
Summer 2									

Progress Monitoring

Type	PM Level	Current ROI	Participation	Start Date	End Date
Curriculum Sampling	4	On Target	High	08/16/2021	10/20/2021
Curriculum Sampling	5	Below Target	High	10/20/2021	01/18/2022
Statistics and Probability	5	TBD	Moderate	01/20/2022	03/15/2022

Additional Imported Test Data

Third-Party Assessment	Assessment Results
Texas STAAR Mathematics Grade 6 *	Computations and Algebraic Relationships: Level 1 Data Analysis and Personal Financial Literacy: Level 2 Geometry and Measurement: Level 2 Numerical Representations and Relationships: Level 1
NWEA Map Growth Mathematics *	Overall: 206 Geometry: 203 Operations and Algebraic Thinking: 206 Statistics and Probability: 212 The Real and Complex Number Systems:202

* Catherine's Individualized Learning Path is being modified by these test results.

Teacher Created Assessments

Class	Name	Score	ToT
Mr. Henley Homeroom	Mathematical Process (Custom)	78%	00:22:15
Mr. Henley Homeroom	Ticket Out the Door #1(Skill Snapshot)	35%	00:05:36
Mr. Henley Homeroom	Ticket Out the Door #2 (Skill Snapshot)	91%	00:11:23

Instructional

Individualized Learning

81% Overall Mastery	13 of 19 (68%) Skills Mastered	05:29:41 Total Time On Task

Grade K

b.4. Number and operations. The student applies mathematical process standards to identify coins in order to recognize the need for monetary transactions. The student is expected to identify U.S. coins by name, including pennies, nickels, dimes, and quarters.

Unit Name	Complete Date	Score	ToT
Circle Graphs	08/27/2021	100%	00:17:04

Grade 2

b.8. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

Unit Name	Complete Date	Score	ToT
Naming Solids	09/12/2021	78%	00:19:37

Grade 3

b.4. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. The student is expected to:

Unit Name	Complete Date	Score	ToT
Formula for Area	09/05/2021	80%	00:21:15
Understanding Missing Factors	01/10/2022	70%	00:23:11

b.5. Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:

Unit Name	Complete Date	Score	ToT
Multiplication	01/08/2022	70%	00:20:12
Rules of Division			
Division			

b.6. Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:

Unit Name	Complete Date	Score	ToT

Formula for Area	09/05/2021	80%	00:21:15
Introducing the Formula for Perimeter	02/03/2022	80%	00:19:24

b.8. Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Unit Name	Complete Date	Score	ToT
Using Bar Graphs	03/17/2022	90%	00:18:23

Grade 4

b.5. Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

Unit Name	Complete Date	Score	ToT
Formula for Area	09/05/2021	80%	00:21:15
Introducing the Formula for Perimeter	02/03/2022	80%	00:19:24

b.6. Geometry and measurement. The student applies mathematical process standards to analyze geometric attributes in order to develop generalizations about their properties. The student is expected to:

Unit Name	Complete Date	Score	ToT
Naming Angles	11/10/2021	80%	00:19:04
Points, Lines, and Planes	02/19/2022	70%	00:08:17
Classifying Triangles	03/11/2022	70%	00:06:03
Understanding Points, Lines, Segments, and Rays	04/27/2022	90%	00:24:45

b.8. Geometry and measurement. The student applies mathematical process standards to select appropriate customary and metric units, strategies, and tools to solve problems involving measurement. The student is expected to:

Unit Name	Complete Date	Score	ToT
Adding and Subtracting Metric Units of Measure			

Grade 5

b.3. Number and operations. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

Unit Name	Complete Date	Score	ToT
Division Facts for 10, 11, and 12	08/27/2021	75%	00:12:36
Rounding to Estimate Decimal Quotients	10/13/2021	90%	00:19:23
Dividing Using Mental Math	02/19/2022	80%	00:15:11
Adding Fractions	03/30/2022	90%	00:30:10
Subtracting Fractions			

Fraction Word Problems

Understanding Adding and Subtracting Mixed Numbers

b.4. Algebraic reasoning. The student applies mathematical process standards to develop concepts of expressions and equations. The student is expected to:

Unit Name	Complete Date	Score	ToT
Formula for Volume	02/12/2022	82%	00:25:11
Volume			

b.5. Geometry and measurement. The student applies mathematical process standards to classify two-dimensional figures by attributes and properties. The student is expected to classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.

Unit Name	Complete Date	Score	ToT
Understanding Polygons			
Classifying Triangles			

b.6. Geometry and measurement. The student applies mathematical process standards to understand, recognize, and quantify volume. The student is expected to:

Unit Name	Complete Date	Score	ToT
Formula for Volume			
Finding Volume			
Volume			

b.8. Geometry and measurement. The student applies mathematical process standards to identify locations on a coordinate plane. The student is expected to:

Unit Name	Complete Date	Score	ToT
Ordered Pairs			

b.9. Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Unit Name	Complete Date	Score	ToT
Using Bar Graphs			

Grade 6

b.3. Number and operations. The student applies mathematical process standards to represent addition, subtraction, multiplication, and division while solving problems and justifying solutions. The student is expected to:

Unit Name	Complete Date	Score	ToT
Introducing Dividing Fractions			
Dividing Fractions			

Rounding to Estimate Decimal Quotients

b.4. Proportionality. The student applies mathematical process standards to develop an understanding of proportional relationships in problem situations. The student is expected to:

Unit Name	Complete Date	Score	ToT
Introducing Equal Ratios			
Ratio			
Adding and Subtracting Metric Units of Measure			

b.6. Expressions, equations, and relationships. The student applies mathematical process standards to use multiple representations to describe algebraic relationships. The student is expected to:

Unit Name	Complete Date	Score	ToT
One Step Equations			
Writing an Equation			

b.8. Expressions, equations, and relationships. The student applies mathematical process standards to use geometry to represent relationships and solve problems. The student is expected to:

Unit Name	Complete Date	Score	ToT
Exploring Perimeter			
Formula for Volume			

b.10. Expressions, equations, and relationships. The student applies mathematical process standards to use equations and inequalities to solve problems. The student is expected to:

Unit Name	Complete Date	Score	ToT
Inequalities			
Solving Equations with Fractions			
Solving Equations with Integers			
Linear Inequalities			

b.11. Measurement and data. The student applies mathematical process standards to use coordinate geometry to identify locations on a plane. The student is expected to graph points in all four quadrants using ordered pairs of rational numbers.

Unit Name	Complete Date	Score	ToT
Graphing Equations			
Ordered Pairs			
Graphing Integers on a Coordinate Plane			
More Comparing and Ordering Integers			

b.12. Measurement and data. The student applies mathematical process standards to use numerical or graphical

representations to analyze problems. The student is expected to:

Unit Name	Complete Date	Score	ToT
Mean, Median, and Mode			

Grade 7

b.9. Expressions, equations, and relationships. The student applies mathematical process standards to solve geometric problems. The student is expected to:

Unit Name	Complete Date	Score	ToT
Surface Area			
Surface Area of Pyramids			
Formula for Area of a Triangle			

Grade 8

b.10. Two-dimensional shapes. The student applies mathematical process standards to develop transformational geometry concepts. The student is expected to:

Unit Name	Complete Date	Score	ToT
Slides, Flips, and Turns			
Rotations			
Reflections			

Grade HS

c.3. Coordinate and transformational geometry. The student uses the process skills to generate and describe rigid transformations (translation, reflection, and rotation) and non-rigid transformations (dilations that preserve similarity and reductions and enlargements that do not preserve similarity). The student is expected to:

Unit Name	Complete Date	Score	ToT
Slides, Flips, and Turns			
Reflections on the Coordinate Plane			

c.3. Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to:

Unit Name	Complete Date	Score	ToT
Ratio and Proportion			
Slope			

c.6. Cubic, cube root, absolute value and rational functions, equations, and inequalities. The student applies mathematical processes to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions. The student is expected to:

Unit Name	Complete Date	Score	ToT
Writing an Equation			

c.7. Number and algebraic methods. The student applies mathematical processes to simplify and perform operations on expressions and to solve equations. The student is expected to:

Unit Name	Complete Date	Score	ToT
Solving Equations			
Writing an Equation			

Teacher Created Instruction

Class	Name	Score	ToT
6th Grade AS All Stars	Applied Mathematics Level 6	85%	00:45:02
Morning Mathematics Tutoring	Tutoring Assignment #1 - Ratios and Percents (5th b.4.E.)	68%	00:32:27

Behavioral

Social and Emotional Survey Results

Use the Social-Emotional Skills Survey (SESS) to gain valuable insight into the whole student. The survey measures global social-emotional competencies as well as eight subdomains.

Very Difficult · Difficult · Easy · Very Easy

Measure	Score		
	Fall	Winter	Spring
Global Social-Emotional Skills Score		**26**	**23**
Relationship Skills		23	22
Responsible Decision-Making		30	16
Self-Awareness: Emotion Knowledge		20	27
Self-Awareness: Self-Concept		33	33
Self-Management: Emotion Regulation		20	25
Self-Management: Goal Management		28	28
Self-Management: School Work		25	18
Social Awareness		28	18

Observations

Date	Type	Category	Observer	Location
11/11/2021	⊕	Behavioral	Melissa Sinunu	Classroom

Catherine was very focused and help other students who found the lesson challenging.

02/15/2022	⊕	Academic	Jerry Henley	Tutoring Sesson

I spent 30 minutes with Catherine today working on the standards she struggled with on this week's unit.
02/18/2022

03/22/2022	⊖	Behavioral	Jennifer Scotts	Morning Bus

Catherine was kicking the back of the seat, and a note was sent from the driver to the principal. The driver noted that Catherine was running late and had to run to the bus to catch it, and had a bad attitude when she took her seat.

Goal Tracking

Current Goal

03/11/2022

What exactly do you want to accomplish?
I want to get better at taking turns in class.

How will you know that you met your goal?
I will share at least 4 times I took turns with other kids. I will tell my teacher in the Goal tracker Chat so we can track them.

How will you meet your goal?
I will take turns and wait patiently for my turn on the playground, waiting in line for the bathroom, or waiting to play a game.

Confidence
😃

Previous Goals

02/28/2022

What exactly do you want to accomplish?
I want to learn how to focus on my work in class.

How will you know that you met your goal?
I have 3 paper clips on my desk every day. When I need and ask for a break, I will move a paperclip into my pocket. I want to take 3 or less breaks a day.

How will you meet your goal?
I will ask my teacher if I can take a break when I am having trouble focusing on my work. I will use a strategy to feel better like deep breaths, counting, hugging a blanket for a minute, or sitting in the reading corner with a book) for 3 minutes. Then go back to working.

Confidence
😣

01/31/2022

What exactly do you want to accomplish?
I want my school to be clean and beautiful

How will you know that you met your goal?
I will pick up 5 pieces of trash at recess every day and add a star on my daily behavior calendar.

How will you meet your goal?
When I go to recess I walk the grounds with a friend and look for trash and pick up 5 pieces

Confidence
😐