COMMENTS ON PROGRESS TOWARD GOALS FOR 2009 - 2010:

IMPROVE READING SKILLS BY:
1. Reading actively for all assignments; using a pencil to annotate textual shifts or surprises, taking notes, and summarizing when finished.
2. Reading all text questions, bold face words, and headings before beginning to read textbooks.
3. Defining unknown vocabulary encountered in all reading.
4. Continuing to use learning specialist to facilitate productive discussion prior to classes.
5. Reading every assignment on time.

Sandra worked on enhancing her reading skills this year. Throughout the fall, Sandra’s learning specialist modeled and reinforced what strategic readers do to process complex texts through the use of various active reading strategies, including previewing and setting a purpose for reading, annotating texts, and summarizing the major points and supporting details. In addition, the themes, characters, conflicts, literary terms, and vocabulary usage utilized in her literary texts were explored through oral discussion. During her senior year, in particular, Sandra has truly learned the value of monitoring her comprehension carefully while reading on her own so that she can make note of important aspects of her reading assignments and later access the information when preparing for quizzes, tests, and essays. Sandra is diligent about writing margin notes and underlining important passages in her texts while reading. Her regular application of active reading skills, along with her growing self-confidence in the area of oral expression, helped Sandra to participate more in classroom discussions this year. In addition, as evidenced by her well-organized and up-to-date notebooks, Sandra was very conscientious about taking notes in her classes as well, so she had reliable and relevant information to use as study aids later on.
IMPROVE WRITING SKILLS BY:
1. Using the writing process: discussion, brainstorming, gathering textual support, and many rewrites.
2. Planning to use Learning Skills for several stages of paper writing.
3. For expository papers, beginning with facts and textual support ordered by their relevance to the thesis.

Further developing Sandra's writing skills was another major component of her Learning Skills program this year. Sandra did a fantastic job taking advantage of her tutorials to stage the development of her papers, and she worked hard to manage her time in a manner that enabled her to seek feedback on her essays at various stages in the process. From her junior year to her senior year, Sandra has made great gains in her pre-writing skills. As mentioned previously, not only has she become an attentive, active reader which provides her with the necessary background information to craft and support a cogent thesis statement, but she now understands how important and useful it is to put quality effort into the pre-writing phase of the process so she can develop a well-organized plan (most often in the form of a traditional outline) to guide the writing of her first drafts. In addition to developing a clear outline before writing, Sandra also benefits substantially from orally fleshing out her ideas with her specialist and/or classroom teacher to help her process the essay topics and formulate her own theme or thesis. Sandra also consistently demonstrated a willingness to revise and edit her essays several times before submitting the final draft. She is well aware that "writing is rewriting" and that her best writing is produced when she takes the time to do multiple revisions. Sandra appreciates feedback to be sure her topic sentences are appropriate, and working on one section of her paper at a time and then coming back to it later on that day or the next day is also beneficial to her learning style. Sandra's revising and proofreading skills have shown marked improvement over the years; however, direct instruction with regard to mechanics and more sophisticated grammar skills should remain in place for her next year. During editing conferences with her specialist this year, Sandra worked on the following skills: incorporating strong verbs and sensory details into her creative writing; varying word choice and developing vocabulary skills through the use of a thesaurus and dictionary; applying punctuation rules (especially for commas and semi-colons) accurately; properly formatting essays and works cited pages; integrating quotations into one's essays in a seamless manner; and creating compound sentences.

In her Fall End-of-Term Comment, her Themes teacher lauded Sandra's accomplishments in the area of writing: "No one works harder than Sandra, and I was so impressed with the quality of her writing at the end of the term. She's worked tirelessly and eagerly to improve the variety of her sentences as well as the grammar. Her first paper on skinny-dipping had page-long paragraphs and lots of run-on sentences. Her second was much fuller in detail and lacked on the transition needed to develop the story of her new neighbors. Her final paper earned an 87 and sparkled with a freer style which reveals Sandra's spirit."
Sandra was thrilled to learn that she earned an 87% on this major essay. It was very satisfying for her to see that her effort at all phases of the writing process resulted in a stellar grade, showing her that extra time and proper use of strategies can be a winning combination for her. In the winter, her Spanish literature teacher commented, “Sandra has mastered the basics of writing mechanics, so that her creative thinking and engaging style can shine.” To ensure continued success in the area of writing, Sandra should remain diligent about the time management aspect of the writing process; to fully develop and support her ideas, Sandra needs to allow time for her ideas to percolate and come together in an organized fashion. To do her best work, it is important that she have the necessary time to allow her thesis/theme to unfold through a structured, systematic approach. In college, Sandra will continue to benefit from talking with a knowledgeable person about her writing to help her flesh out her ideas as well as to seek feedback on both the content and organization of her main body paragraphs. It is highly recommended by her learning specialist that she take full advantage of the various venues of writing support available at Ace.

IMPROVE STUDY AND TEST-TAKING SKILLS BY:
1. Continuing to use discussion to enhance understanding and recall.
2. Continuing to use memorization aids: flash cards, study guides, illustrations and color-coding.
3. Revising class notes and finding answers to unclear or questionable information found.
4. Continuing to ask questions of teachers during class, at extra help, and at one-on-one meetings.
5. Enhancing working memory with frequent review.
6. Improving quiz scores by frequent study and focused attention upon homework assignments.

Sandra consistently worked hard during her senior year to improve her overall planning and study skills. She independently utilized her planner quite effectively to map out all of her commitments each week and readily engaged in frequent conversations with her learning specialist to prioritize her work and develop useful study plans. Having the opportunity to orally discuss her upcoming work with someone and brainstorm ideas for tackling long-term projects and breaking such projects down into smaller, more manageable steps remain very beneficial to her. Frequent feedback on her progress is also helpful to her growth as a learner, and she and her specialist regularly discussed teacher comments on her papers, quizzes, and tests as well as constructive criticism offered in her NTAs, grades, and End-of-Term Comments to note areas of strength and pinpoint things she could do to improve her academic performance throughout the course of the year. Sandra earned an Honors effort grade in Learning Skills, and she did a remarkable job, especially during her very busy Fall Term, of juggling a challenging course load and college applications along with her active participation in varsity soccer.
In addition to regularly working on her planning skills in her tutorials this year, Sandra also took advantage of her time to prepare for a wide variety of quizzes, tests, and exams. She occasionally asked questions while reviewing math material this year, but for the most part, she was able to independently prepare for assessments in her math class by reworking her notes and quizzes, as well as completing additional practice problems. Other test preparation techniques utilized this year included: oral discussion and quizzing, the development of flash cards, and rewriting of class notes. Due to her strong time management skills and ability to keep up with the daily demands of her classes, Sandra also found time to engage in some SAT preparation with her specialist this fall. Overall, Sandra made great strides in her study skills development this year. While she benefited from academic support from her specialist, Sandra sought assistance in a much more sophisticated and independent manner than she had during her previous year in Learning Skills. As mentioned in her Learning Skills Fall End-of-Term Comment, "Reviewing content material is also a regular event in Sandra’s tutorials, although rather than the review sessions being learning specialist-driven this year, Sandra has stepped up her ownership of this important task and is now able to clearly articulate exactly what she needs to review and why. She still experiences days when she exhibits signs that she is feeling overwhelmed with her studies; however, she has made progress in her test-taking skills this fall and outwardly displays a sense that she has a greater understanding of what to expect on quizzes and tests and how to study effectively.” As she approaches the start of her college career, Sandra should certainly feel comfortable inquiring about the accommodation of alternative testing sites should she feel overly anxious and/or distracted in the classroom environment at college. More and more colleges are regularly offering a distraction-free test environment as an accommodation, and it is certainly worthwhile for Sandra to explore this option if needed. In sum, Sandra worked very diligently throughout the year to improve her planning, test-taking, writing, and active reading skills; she leaves Proctor with a wide variety of useful study strategies, an incredible work ethic, and a strong understanding of her personal learning style, all of which will serve her very well at the college setting.

**CURRENT STATUS:**

Sandra endured a very busy and challenging Fall Term on many fronts and managed to earn Honors effort in every class, in addition to contributing positively to her dorm and sports team. Her final grades reflect solid achievement and effort. She remained consistently positive and thankful for her Learning Skills experience and made terrific use of all of her tutorials. Sandra earned an Honors effort grade for the Fall Term, and the structured and supportive environment of her tutorials, combined with her ability to persevere in the face of challenges, allowed her to continue to develop key study and writing skills while affording her the opportunity and freedom to shape the content of her tutorials in the manner that worked best for her. After enjoying a successful Winter Term abroad in Spain, Sandra will return to campus and enroll in the half-time support of Learning Skills Independence (LSI) for her final Spring
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Term. LSI meets twice a week and will give Sandra greater independence while providing the opportunity to evaluate and advocate the support she needs.

Overall, Sandra's progression from a young girl who lacked confidence and was uncertain about her learning style and academic goals to a self-motivated, determined, focused senior with well-developed study and self-advocacy skills is just remarkable. Sandra should be very proud of her progress as a learner here at Proctor, and she should feel confident that she has many of the tools she needs to be successful at Ace University next year.

SUMMARY OF ACADEMIC COURSES/GRADES FOR 2009 - 2010:

<table>
<thead>
<tr>
<th>Fall End-of-Term</th>
<th>Grade/Effort</th>
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<tbody>
<tr>
<td>English Seminar - Themes</td>
<td>82/H</td>
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<tr>
<td>Adv. Math - Problem Solving</td>
<td>90/H</td>
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<tr>
<td>Community Ecology</td>
<td>84/H</td>
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<tr>
<td>Forensics</td>
<td>79/H</td>
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<tr>
<td>Spanish 3</td>
<td>72/H</td>
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<tr>
<td>Learning Skills</td>
<td>Pass/H</td>
</tr>
</tbody>
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Overall Average: 81%

RECOMMENDATIONS FOR SUPPORT IN THE COLLEGE ENVIRONMENT:

After graduating from Proctor Academy, Sandra will attend Ace University (AU) in Ace, New York. Sandra will have the opportunity to take her self-advocacy skills to the next level and continue to build on the knowledge she has gained from her Learning Skills program at Proctor as well as have the opportunity to benefit from academic coaching and tutorial support.

Through the context of her Learning Skills classes, Sandra and her specialist have had some time to discuss her transition to the college environment, and she is aware of the skills and strategies she will need to employ on a regular basis in order to help her make the most out of her college experience and achieve academic success. Although Sandra can be a bit quiet, especially in a new situation, she does seem to understand that self-advocacy and communication skills will play a key role in her success at the college environment, as it is up to her to choose to disclose her learning difficulties to her professors and be proactive about seeking whatever help she may need. In particular, it will be Sandra's responsibility to request any services or testing accommodations she feels may be necessary. AU is known for its small classes, with a student teacher ratio of 11:1. The small classes will help foster positive, productive connections between faculty and students; the structure of the overall learning environment at AU should facilitate Sandra's self-advocacy skills as well. Sandra's psycho-educational evaluation was last updated in December of 2008. At that time, her evaluator, A. Johnson, Ph.D., diagnosed Sandra with “Reading Disorder and Learning
Disorder NOS (limited complex visual attention, timed visuospatial reasoning and visual memory)” (A. Johnson, 2008). In his evaluation, Dr. Johnson confirmed that Sandra should receive the following accommodations: extended time on tests and a distraction-free testing environment. When she arrives at AU, Sandra should meet with the Coordinator of Academic Support on campus to discuss her documentation and develop a "Reasonable Accommodations Form" which she can then share and discuss with her teachers.

To help her keep track of the details of her responsibilities, Sandra should also continue to use some type of planner along with a calendar, course syllabi, and “to-do” lists. She should focus on maintaining an organized, methodical approach to her studies and also continue to develop her writing skills. Sandra has made great strides in her writing while at Proctor, but she continues to benefit from interactive, individualized feedback. She should certainly take advantage of writing assistance offered by her professors and in the Academic Support Center. To help her prepare for tests and exams, Sandra may also find peer study groups helpful, and she should also remain pro-active about developing positive working relationships with her teachers. Taking advantage of "office-hours" offered by her professors would be one way to forge a positive connection with her faculty and have the opportunity to ask important clarifying questions about concepts and expectations on assignments. In addition, due to her slower reading rate and processing speed, careful consideration should also be given to Sandra’s course load and selection so that she is not overwhelmed with extensive amounts of reading and writing in all of her classes. Since Sandra is such a hard worker who puts a lot of emotional energy into her academics, it will be very important for her to find healthy ways to manage her stress and enjoy the wide range of fun activities that AU offers.

UPDATED PROFILE:

LD DOCUMENTATION: 12/08, A. Johnson, Ph.D., Clinical Neuropsychologist.
"Reading Disorder and Learning Disorder NOS (limited complex visual attention, timed visuospatial reasoning, and visual memory).”

LEARNs BEST WHEN:
1. Encouraged to verbalize information about new material, make personal connections to the material and “talk through tasks.”
2. Engaged with material by participating in “hands-on” activities, small group work and varied teaching strategies.
3. Systematic steps are introduced, utilized, and reinforced to support the reading process (pre-, during, and after reading).
4. Systematic steps are introduced, utilized, reinforced for written assignments (brainstorming, outlining, drafting, editing, and revising).
5. Encouraged to use memory strategies to support retention and recall of information (regular verbal review - saying the vocabulary words out loud, etc.), mnemonics,
flashcards, visual components to illustrate vocabulary, and creating personal connections to the content).
6. Direct work with teachers occurs to practice applying strategies to the reading, writing, and test review processes.
7. Class is focused and free of distraction.

REASONABLE ACCOMMODATIONS SUPPORTED BY DOCUMENTATION:
1. “She should be provided with a minimum of 1.5X time on exams and appropriate assignments…One-on-one oral examinations with instructors may be appropriate in some classes” (A. Johnson, Ph.D.).
2. “She will continue to benefit from taking tests in a quiet environment” (A. Johnson, Ph.D.).

LEARNING STYLE: Sandra is an outgoing, socially active, responsible, and respectful young woman whose traits are clearly illustrated in her positive interactions with teachers and peers. Sandra has a solid work ethic that has enabled her to move through academic challenges and identify areas where she needs support. Sandra is most challenged with working memory, reading, writing, and studying processes. In addition to the implications of time on her processing speed, Sandra can be challenged with holding onto rote information. Reframing, rewording, and multi-modal approaches (particularly utilizing kinesthetic and auditory components) can help her with the storage and retrieval of information.

STUDENT RESPONSIBILITIES:
1. Plan ahead to take tests and exams in a distraction-free environment when possible.
2. Make regular contact with teachers when confusion arises.
3. Use creative memory techniques; speak out loud to practice and to help activate working memory in all subjects.
4. Break down reading assignments into smaller chunks and summarize verbally after short sections.
5. Sit near the front of the class to reduce social distractions.
6. Listen to audio text while reading when this proves helpful.