

PROCTOR ACADEMY
LEARNING SKILLS DEPARTMENT
FINAL REPORT *SAMPLE*****

STUDENT: Suzy Sample **DOB:** XXXXXX **GRADE:** 10
REPORT PREPARED BY: Sally Smith, M.Ed., Learning Specialist **DATE:** XXXXXX

COMMENTS ON PROGRESS TOWARD GOALS FOR XXXX-XXXX

TO IMPROVE READING SKILLS:

Through her English 10 and AP U.S. History classes, Suzy encountered a variety of fiction and non-fiction texts, which provided her with numerous opportunities throughout the year to further develop her active reading and comprehension skills. Major works read in English 10 this year included *Hamilton*, *There There*, *The Great Gatsby*, *The Refugees*, and *American Street*. Suzy reports that she did utilize some audio support this year to facilitate the reading process. She always worked hard to keep up with her reading assignments so that she was well prepared for quizzes, class discussions, and writing assignments, including close reading essays, larger analytical essays, and reading responses. In his Fall End-of-Term Comment for Suzy, her English teacher noted that “The final exam demonstrated Suzy’s excellent reading comprehension, and she exhibited a sophisticated understanding of the themes in our texts. Her essay on that exam was excellent” (T. Teacher, XXXXXX). Suzy concluded the Fall Term with a XX average and an Honors effort grade. In the last two terms of the year, Suzy has continued to excel in English 10, earning a XX/H for the Winter Term, and she is tracking towards an A average with Honors effort for the Spring Term as well. While she occasionally spent time in Learning Skills discussing her English 10 texts, Suzy primarily worked on her reading assignments independently. Her strong work ethic and organizational skills help her manage her reading time effectively, and her careful reading process has not only resulted in her ability to understand the main ideas and supporting details of her readings, but she has been able to glean important insights about themes and characters and make connections across different literary works. As a result of her strong performance in English 10 this year, she has been recommended for Honors/AP-level English classes next year.

Suzy’s AP U.S. History course this year featured a number of dense, lengthy reading assignments that she needed to dissect carefully to be able to engage successfully in class discussions and craft a well-articulated argument for policy papers, proposals, and debates. In addition, she also had to compose several research papers this year which required additional independent reading and note-taking. Very often, Suzy had not been taught the background of various historical events and issues that were featured in her reading assignments, which made it challenging for her at times to truly understand and appreciate all the connections that were being made in the articles and texts. Accordingly, time was spent in Learning Skills discussing her AP U.S. History materials and providing more context for the content she was assigned to read. Suzy asked excellent clarifying questions during these conversations and seemed to appreciate the comprehension check-ins. Overall, Suzy worked diligently throughout the year on all of her AP coursework and grew her critical reading skills in social science as a result. Next

year, she is planning on taking AP Environmental Science, as well as AP English: Language & Composition. Given this increase of challenge in her curriculum, her reading goals will remain in place, but because she has demonstrated proficiency and independence with many aspects of the reading process, the emphasis on her reading skills development will shift to a “monitoring” phase rather than an “improving” focus.

TO IMPROVE WRITING SKILLS:

Suzy has worked very hard on her writing skills all year, and she should be especially proud of the growth in her written expression skills. She consistently earned strong grades and positive feedback on her writing this year. As reading and writing skills are so closely connected, particularly in our English 10 and U.S. History curriculum at Proctor, it is no surprise that with her strong reading skills in place, Suzy was able to express her ideas successfully in writing. With a very busy schedule of academics and numerous extracurricular activities each term, Suzy knows that she does her best writing when she makes a plan about how to approach a particular writing assignment and starts the writing process early. Her well-developed time management skills meant that she could break her writing assignments down into manageable pieces, execute her plan, and allot ample time in her writing schedule to seek feedback and editing assistance from her classroom teachers and learning specialist well before the deadline. Suzy has also benefited from discussing the assigned writing prompts and developing a rough outline of her ideas and supporting evidence in the setting of Learning Skills. With this “map” in place, Suzy consistently demonstrated the focus and work ethic to follow through on developing a strong rough draft in a timely manner. She took advantage of editing assistance by sharing her Google Docs with her learning specialist who offered her suggestions about how to make her sentence structures more sophisticated and strengthen her writing by varying her word choice and incorporating more robust vocabulary into her compositions. In addition, her learning specialist also offered her advice on formatting her essays according to MLA guidelines. Suzy was very receptive to all the feedback she received, and she worked conscientiously to implement suggestions and improve her written expression skills.

As the year progressed, Suzy became more independent with setting up her own writing plan, which was terrific to observe. Next year, she will again be exposed to different types of writing assignments in her classes, and she will be expected to write at a high level for her AP classes. She will benefit from continuing to start her papers early and arranging to meet with her classroom teachers to engage in conversations with them about her ideas and rough drafts to be sure she is on track with her understanding of the writing prompts and her potential thesis ideas. To continue developing her writing fluency, it is recommended that Suzy keep a journal over the summer to record her thoughts and play with ideas; in addition, she should continue to read for pleasure, as well as listen to podcasts on topics of interest to further develop her vocabulary skills and general fund of background knowledge. Her writing goals will remain in place for next year as a major focus area to provide her with support as she transitions to the higher-level writing demands of the junior year.

TO IMPROVE PLANNING, STUDY, AND TEST PREPARATION SKILLS:

As noted previously, Suzy displayed excellent time management and planning skills this year. She knew that she had a lot to manage with academics, multiple sports practices and games, and driver's education as well at one point in the year. In addition, she also knows that she functions best if she gets ample sleep each night. Cognizant of all of this, Suzy worked hard to balance all of her responsibilities and use the pockets of time she had throughout each day to get her work done. All year, she was extremely diligent about working ahead and always came to her Learning Skills classes with clear objectives that she wished to accomplish, and she never came to her tutorials with late work or work that she needed to do for the same day. Suzy and her learning specialist regularly made time to review the assignment information available on MyProctor to prioritize her upcoming work and make a plan about how to best use her Learning Skills blocks each week. During these discussions, upcoming assessments were noted so that a study plan could be established and testing accommodations could be arranged. With the exception of her Honors Integrated Math II assessments, Suzy took her assessments with her classroom teachers, knowing that she could access extended testing time as needed directly with her teachers. For mathematics assessments, she preferred to test in her learning specialist's office so she could benefit from a quiet space and extended time, as well as have the opportunity to process questions out loud as necessary.

In addition to studying for assessments outside of Learning Skills, Suzy also spent numerous hours throughout the year reviewing material for all her classes during her tutorial time. She rewrote her notes and completed study guides, utilized the whiteboard to practice material, engaged in oral quizzing, and did numerous extra practice problems for Honors Chemistry and Honors Integrated Math II. A lot of time was spent on algebra concepts this year as Suzy not only took practice quizzes that her specialist organized for her to help her prepare for "Show What You Knows" and unit tests, but Suzy also often benefited from asking questions about her daily homework assignments in Learning Skills to make sure she was on track with the content and her problem-solving skills. Suzy works very hard at studying math concepts (for both Honors Integrated Math 2 and Honors Chemistry); to ensure deep understanding of each mathematical concept, it is important she has ample processing time to learn and practice the material before she is assessed on it. Reviewing her notes, reworking homework problems, analyzing her errors, and asking important clarifying questions about the content are all very important strategies that she should continue to implement next year while enrolled in Honors Pre-Calculus. She may also want to consider accessing Math First Aid, extra-help sessions with her math teacher, and possibly private tutoring as the content increases in volume and challenge next year. The skills/objectives in this goal area will be monitored next year to ensure Suzy is applying appropriate study strategies to successfully prepare for assessments in her courses.

RECOMMENDATIONS FOR THE COLLEGE LEARNING ENVIRONMENT

While it is a bit premature to make specific recommendations about what Suzy will need in the college learning environment, it is likely that she will thrive in a more personalized learning environment that will allow her to explore a variety of interests, engage actively in sports, leadership, and service opportunities, and offer her mentoring and support from her

instructors through a strong advising program and accessible office hours. Other considerations include the ability to access academic resources such as writing and math lab centers and the option to connect easily with the Office of Accessibility Services to arrange for testing accommodations as necessary. With her junior year right around the corner, this summer may be a good opportunity for Suzy to start thinking about her interests and what she is looking for in a post-secondary environment in terms of school size and culture, curriculum and the learning model, sports and extracurricular activities, and of course, geographic location. She has ample time to explore all these areas and should certainly not be made to feel any immediate pressure to establish her prospective list of schools right away; however, the summer break can provide an opportunity for both exploration and introspection. As her junior year progresses, Suzy will be assigned a college counselor and will participate in the junior seminar program organized by the College Counseling Department, providing her with the necessary scaffolding for navigating the college application process. She has already been approved for 50% extended testing time on College Board tests; she will be able to access this accommodation on the October PSAT, the May SAT, and any AP exams she opts to take next May. Suzy can also apply for 50% extended time for the ACT, which she will take in April of XXXX. She may want to spend some time reviewing the format of these tests over the course of the next school year so she knows what to expect prior to taking the tests; doing so can help to reduce anxiety, and it may also be helpful for her to have some strategies at hand regarding how to approach each section. It is also important to note that many colleges and universities remain test-optional in their admissions process, and this may also be an avenue that Suzy wishes to explore. The following website is a great resource for learning about which institutions are currently offering test-optional admissions:

<https://www.fairtest.org/university/optional>.

CURRENT STATUS

Suzy has enjoyed another successful year at Proctor Academy and is concluding her sophomore year in excellent academic standing. It has been a year of notable growth for her as she took on a challenging course load, including two Honors classes, and stretched herself as a learner. She earned a spot on both the Head's List and Effort Honor Roll this fall and winter, and her current spring grades are tracking in that direction as well. Suzy works extremely hard in all that she does and brings tremendous drive, dedication, and a growth mindset to all her endeavors. Suzy also participated in high-level athletics this year through her commitment to soccer outside of Proctor, as well as through her team sports participation at Proctor: Varsity Soccer, Varsity Co-ed Nordic Ski Racing, and Varsity Lacrosse, where she has served as the starting goalkeeper this season in a role that is new for her, yet another example of her grit and willingness to take on challenges. Suzy is a mature, insightful, and talented young woman who has so much to offer. It is hoped that she will continue to develop her leadership skills and share her voice even more in the community in the years ahead.

Given all her academic accomplishments this year, as well as her strong study and time management skills, and her ability to self-advocate effectively for her learning needs, Suzy, her parents, and her learning specialist have determined that Suzy is ready to reduce her academic support by shifting into Learning Skills Independence this fall. She will be taking on a challenging array of courses across the academic disciplines, and the goals delineated below are

in place to support her as she transitions to the rigor and greater independence of the junior year. Over the course of the summer, Suzy will be actively engaged in a variety of tasks from enjoying family time and participating in community service to working and practicing sports. She will also need to work on her summer reading assignments and keep an eye out for any math review she will need to do prior to enrollment in her math class this fall. Hopefully, Suzy will also be able to have some low-key downtime to relax as well. She is well poised for continued growth and development over the course of this summer and throughout her junior year.

AREAS OF ONGOING FOCUS; GOALS FOR XXXX-XXXX

TO MONITOR READING SKILLS BY:

1. Devoting ample time to the reading process and setting aside extra time for reading when the demands are great.
2. Utilizing audio support while reading to improve comprehension, particularly on lengthy reading assignments, but following along in the text at the same time.
3. Reading with purpose by activating prior knowledge and utilizing previewing techniques, such as noting titles, words in bold, headings, and reviewing questions (if available) to create a meaningful purpose.
4. Using active reading strategies of starring, underlining, and annotating texts to facilitate comprehension. Active reading strategies can then be used as a foundation for note-taking, particularly with regard to summarizing and synthesizing information.
5. Discussing content after reading to better understand themes and “big picture” concepts.

TO FURTHER IMPROVE WRITING SKILLS BY:

1. Using the complete writing process along with templates to develop cogent, well-supported essays: discussing and dissecting the questions being asked, brainstorming, gathering textual support, outlining, drafting, revising (multiple times), and editing.
2. Discussing writing mechanics on all major essays and employing an electronic dictionary and thesaurus while writing to enhance vocabulary skills and word usage.
3. Reading compositions aloud to help identify errors in grammar, punctuation, and word usage and developing a personal editing checklist.
4. Arranging time to meet with classroom teachers to self-advocate for assistance, clarification, and feedback on drafts and utilizing Writing Lab opportunities in the Lovejoy Library as an additional resource.

TO MONITOR PLANNING, STUDY, AND TEST PREPARATION SKILLS BY:

1. Using a planning system in which all obligations from course syllabi, sports, the school calendar, and personal commitments are accounted for each day to prioritize responsibilities and plan effective study time outside of class each day.
2. Breaking down long-term assignments into manageable chunks and setting interim target dates for completion.
3. Developing and employing appropriate note-taking skills. Suzy should become proficient in a variety of note-taking strategies and be able to identify which strategy works best for her information processing style given the particular task/concept at hand.
4. Preparing thoroughly for all assessments using active and multi-sensory study strategies,

such as question-generating, making review sheets and flashcards, rewriting notes, creating visuals and mnemonics, and orally discussing and rehearsing information on a regular basis.

5. Correcting all quizzes and tests, analyzing types of errors, and determining where the information on the quizzes and tests is from: texts, notes, discussion, handouts, etc.

6. Tracking progress in courses by discussing Official Notes and End-of-Term Comments with the learning specialist.

7. Attending extra-help sessions on a regular basis and self-advocating for assistance and clarifications.

8. Utilizing strategies 1-7 to monitor progress and develop mathematical thinking and problem-solving skills in math courses.