

SPED 300

Case Study

Example: Target Performance

(prior to rubric change)

Abstract

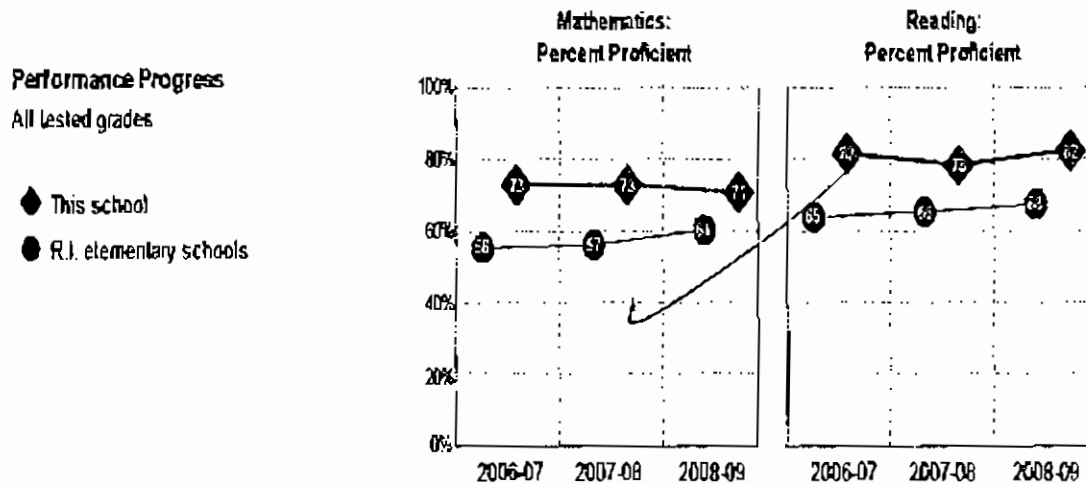
The following case study is based on a young girl with primarily inattentive attention deficit hyperactivity (ADHD-PI) disorder. Children with ADHD have a hard time concentrating and often are easily distracted. Common difficulties students have with ADHD are, working memory difficulties, time estimation problems, difficulties using internal language, lack of discipline, following rules and instructions, situational variability in performance and low performance on repetitive tasks. (Gunning, 2010) ADHD is three times more common in boys than girls and does not have a specific cause. It is treated with medication such as Ritalin and Adderall to help keep focus on tasks.

Good Abstract

Description of Community/School/Classroom

Narragansett Elementary School is a suburban school located in an "upper middle class community so the attendance rate is normally high" says Susan Doboszynski. (personal communication, June 22, 2010) The school serves Pre-K through 4th grade students and is part of Washington County. Narragansett Elementary School is a diverse school with ninety-one percent of the students being Caucasian, three percent Native American, two percent African American, 2 percent Asian/Pacific Islander and one percent Hispanic. In total, there are five hundred and forty students who attend Narragansett Elementary School. Ninety-one students or seventeen percent of this population receives Special Education. There are seventy total staff members and seventeen special education teachers. According to Susan Doboszynski the school has three occupational and physical therapists, adaptive physical education services, three preschool inclusion classrooms and three speech/language pathologists. (personal communication, June 22, 2010) ✓ Clear + concise

Students at Narragansett Elementary school participate in NECAP testing. As shown in the graph, students at this school have a greater proficiency in math and reading skills compared to the state average. Seventy-one percent of the students in the 2008/2009 school year were proficient in mathematics and eighty-two percent were proficient in reading. (INFO WORKS-cite) In both categories, this school is at least ten percent above average in state testing.



When you walk into the main entrance at NES, the classroom I was most often in was located on the left side of the building. When you walk through the doors you take your first left until you can take a right. When you take that right, the classroom is two doors down on the right. The classroom is of average size, fitting at least twenty desks comfortably with no overcrowding. Classroom materials such as crayons, books, puzzles, etc. were stored toward the corners of the room. Most of the books and puzzles were kept near the teacher's desk so that the teacher may keep track of who has what. The room can get very dark if the lights are off. The day of my evaluation, Professor Gunning and I looked inside the classroom through the door, and we could not see anyone in there. *I remember* The door is located toward the front of the class. When you walk in, the desks are directly to your left. My evaluation was delayed a few hours but come to find out, the kids were in there all along with their teacher. The classroom has very few windows which limits the amount of light coming in. There are three windows in the classroom, all of which are behind the teacher's desk.

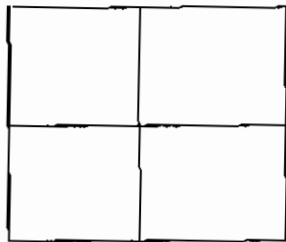
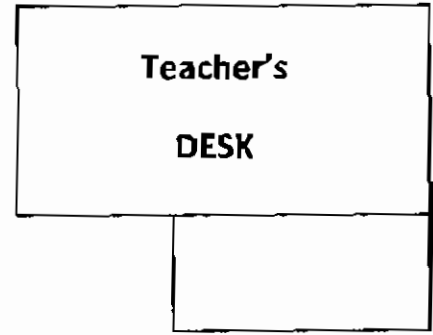
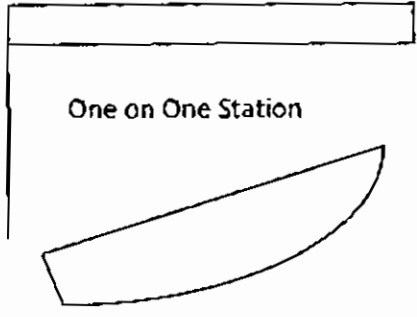
The teacher has a mat set up in front of the classroom. Every day that I was there the kids would sit on the mat and a guest speaker would come in to talk about what they do for a career. While the guest speaker presents to the class the teacher constantly maintains order in the classroom by giving students common cues. By the time the guest speaker is finished, it is time for recess. After recess they head to lunch where they have approximately a half an hour to eat. Their daily schedules change. Certain days, the kids have physical education which influence^s their schedule. Other days they have music or art. One thing that never changes in their schedule is silent reading. *I believe it from what I saw!* Every day after lunch, the entire first grade class engages in silent reading for approximately silent reading. After silent reading, the class participates in journal work. In their journal they are allowed to write anything they would like and draw a representation of their entry. Toward the end of the day, the teacher utilizes the technology in her classroom and has the children work in pairs or alone on the computers in the back of the classroom, while the rest of the class engages in some more silent reading or coloring. Throughout the day specific students are pulled out of the classroom to accommodate for their needs. One student was Aidan. With the resource teacher, Aidan and her classmate are given extensions and lower level reading books to be within their zone of proximal development. The teacher works at their pace as they eventually progress.

Aidan does not yet have an IEP but is the only student in the RTI process in her class. No other student has an Individualized Education Plan. There are about eighteen students in the classroom most of which are girls. There is one African American boy and the rest of the class appears to be Caucasian.

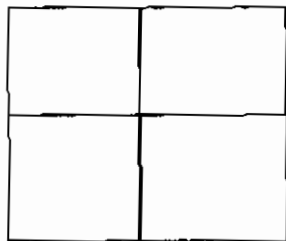
very clearly presented

*note -
Excellent representations -*

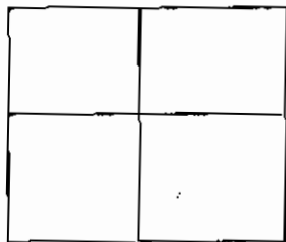
Bookshelves



DESKS



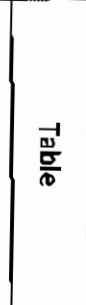
DESKS



DESKS



DESKS



DESKS

Front of Class

COMPUTERS



ENTRANCE

Overview of Aidan

Aidan is a Caucasian female student born on August 29, 2003. She comes from a loving family who tries their very best to stay involved in her education process. Her attendance has never been an issue since she has been in school. Aidan's mother is a 4th grade teacher at an elementary school in Rhode Island, therefore, is extremely concerned with Aidan's progress. Her father was diagnosed with ADHD when he was younger. Her IDEA eligibility is primary inattentive ADHD.

Compared to the rest of her classmates, despite being the youngest student among the class, she is a bit bigger than the rest of the girls. She is an average healthy six year-old little girl. In terms of motor skills she is within the average range. She has a unique modified way of holding her pencil and looks very closely at her work. Aidan has a very weak core for her age. When asked to hold a superman pose, she can only hold the position for no longer than twenty-two seconds. The average baby can hold that pose for thirty seconds. (personal communication, June 16, 2010) She is also unevenly balanced. On one leg she can hold her balance for twenty-two seconds. On the other leg she can only hold her balance for eight seconds. *Excelsior detail*

She has a history of struggling with reading since kindergarten. (personal communication, June 18) Her attention and ability to stay on task has always been a problem for her. Her family has a history of learning problems including her father who also has ADHD. *This is significant.*

Aidan has no problem whatsoever in communicating with her peers. She is very talkative with certain girls in the classroom and very sister-like with her best friend Lauren. When Lauren cried, Aidan rushed to her side and tried to comfort her the best she could by

rubbing Lauren's back and wiping away her tears with her thumb. She and Lauren would always walk in line together and talk about sleepovers they planned on having. As far as communicating with everyone else in the class, her social skills were very similar to the rest of the class'. She never got in "trouble" for bad behavior. She is a sweet little girl who likes to smile at adults and take charge when she is confident in doing something.

Despite having trouble with reading and math, Aidan does have some strengths. She tends to perform better when given visual aid. She knows something is "not right" and gives a conscious effort on academics. She also tends to stay on task if she is doing something hands on, such as painting in art class. *Good!*

RTI Process for the Case Study Student

Aidan does not yet have an Individualized Education Program intact. Instead, she is undergoing the Response to Intervention (RTI) process. I had a chance to sit in on a meeting with all the teachers and Aidan's mother to discuss their findings throughout the process. All the teachers found that Aidan had a very hard time concentrating on tasks given to her. The areas that they mostly found to be an issue for Aidan were reading and math. In October, Aidan was at a level 3 reading level and by December she had only improved to level 5. In June, all first graders are expected to be at a level 9-10 reading level, but with Aidan's slow progress it surely was not going to happen. Aidan's test scores in Math were well below average ranging from 8/20, 9/20 and 10/20. Her performance in Math in June is at a beginning to middle first grade level. Aidan also took language tests. Six out of the nine tests she took were of average scores. The other three tests she did poorly on were tests that involved listening skills.

Aidan previously received only remedial reading and math intervention support by the classroom teacher. (personal communication, June 22, 2010) During reading, Aidan and her classmate are pulled out of class to go work with a resource teacher. With this resource teacher Aidan receives modifications and accommodations such as extended time, modification in the length of assignments, back up oral directions with written directions, use of visual supports due to language impairments, checking frequently with Aidan to make sure she understands the directions, use of graphic organizers and brain gym activities to increase attention. (personal communication, June 22, 2010) She works with this teacher in a smaller room so that it is more of a one on one experience and so that she is not afraid to raise her hand and answer a question. Aidan is pulled out once a day for this service and really seems to like it. In this room she plays games and participates in a lot of hands on activities. When I interacted with Aidan, I tried to use the same kind of strategy this teacher did because she really did a nice job in getting Aidan to focus and participate. With this type of interaction with Aidan, the main goal was to keep her focused. The games she played really concentrated on reading and vowel sounds. Using this method, the teacher hoped to get Aidan as close to a reading level 9-10 as she could.

Excellent Abstract of Aidan's RTI Plan.

Factors Influencing RTI

Since Aidan did not have an IEP, no specific rules were made for her to follow. Although, she did know what was expected of her. When the rest of the class had reading time on the mat in front of the class, Aidan was to quietly gather her things and head to the resource classroom. When I walked down with her, she had a tendency to run ahead of me and leave me

behind. I then made my own rule for Aidan. I told her, "If I whisper your name and you can't hear me, then that means you're too far away." In response, Aidan would pull a head just a bit and whisper "Mr. Costa, can you hear me?" only to check if she was too far. Excellent strategy

In the resource room, Aidan was expected to come in and give all her attention to the teacher. She respected her teacher because they would do "fun things." If Aidan got off track too often, the teacher would assign her something she did not like doing so much. She was also expected to follow the 3 important rules on the big bright blue poster board:

1. Respect
2. Listen
3. Do your BEST!

Back in her regular classroom, the desks were bunched together in small groups. Some groups consisted of four desks, and some consisted of two. Aidan was assigned to a desk in a group of four. With the issue she has with being distracted easily, I probably would have assigned her in a seat with a group of two and possibly closer to the teacher's desk. I noticed very often she would talk to the kids in her group rather than doing something that she should be doing. ^{MC, ADD}

By providing Aidan with the resource classroom service, Aidan was able to use her strengths more often for learning progression. In the resource classroom she did activities which included visuals. She was able to pick up objects and put them in their correct location whereas in her own classroom she probably would have had to draw a line from a word and

connect it to another word. Learning kinesthetically is a strong point for Aidan and in the resource classroom, they utilize this strength the best they can.

In her regular classroom I noticed that she was assigned a lot of the same work as the other students and was expected to finish it in the same timeframe as her classmates. When Aidan is pulled out of this classroom, she is provided with extensions for her work. She is told she can finish the assignment for homework or pick it up another day. She also is assigned different reading homework than the other students. While students in her regular class are expected to read at home, Aidan is expected to go over her CVC words. These words are on index cards and are attached to her loop so that she does not lose them. Also, the directions given to Aidan are provided orally and visually whether it be through demonstration or through related pictures. Aidan is not at the reading level she should be so she cannot be expected to read segments of a book when she goes home. Instead she still needs to practice the basics which is what this resource teacher has her do.

Nice job!

Observed Characteristics/Analysis

How does the literature define ADHD?

There are three types of Attention Deficit Hyperactivity Disorder (ADHD). The predominantly inattentive type is not necessarily overly active, therefore, symptoms are often missed at first. Children with this type of ADHD often fail to give close attention to directions and make careless mistakes in schoolwork, work or other activities. They can often be forgetful and do not seem to listen when spoken to directly. Another type is the predominantly hyperactive impulsive type. With this type of ADHD the student often fidgets with his/her hands or feet and squirms in his seat. They tend to talk excessively which make it difficult for them to

CASE STUDY: Student in Narragansett

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8
page 11
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Observed Characteristics/Analysis

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Okay -> you are starting,
again. I think you
got a little mixed up
when you were
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participate in leisure activities quietly. When a question is asked, the child may blurt out answer even when it is not their turn. These children often interrupt the teacher and peers. The third type of ADHD is the combined type which is a combination of the two. The children inherit traits from both the inattentive and hyperactive type. Children are diagnosed with the combined type if at least 6 symptoms from each type are evident. (Hallahan, Kauffman, & Pullen, 2009) Although Aidan displays some signs of the hyperactive type such as often leaving her seat and fidgeting, she is clearly the predominantly inattentive type based on my observation.

You do a very nice job, Lisa. However, you could have made greater use of references in this section.

How does the literature define ADHD primarily inattentive?

The inattentive type is formerly known as attention deficit disorder (ADD). Normally, the prefrontal cortex in the brain is supposed to speed up when there is work to be concentrated on. With primarily inattentive ADHD, the prefrontal cortex actually slows down when placed under a workload such as reading or doing homework. (ADHD Information Library, 2008) This part of the brain actually looks normal when at rest but looks as if it is about to go to sleep when given a task to do. This makes it very hard for students to listen to teachers, do homework and anything else that isn't of interest to them. This affects behavior drastically because if the student cannot listen to directions then he or she cannot follow them.

What is best practice for these students?

Teachers need to be aware that they must modify their own teaching behavior in order to benefit these students. Professor Gunning's power point on ADHD suggests, "Teachers should vary activities in the classroom, encourage movement for these students, require

frequent breaks, incorporate student interest and using technology.” (Gunning, 2010) Doing small active things in the classroom minimizes the chance a student with ADHD gets bored. Due to their lower than average attention span, these students are very likely to slip off track if activities are not varied within the appropriate time. A teacher could always come back to the activity later on. The child just needs a change of pace. Up until the age of twenty, the average person has an attention span, in minutes, equal to their age. (Gunning, 2010) Therefore, a student who is thirteen years old has an attention span of approximately thirteen minutes. A student the same age with primarily inattentive ADHD has a much lower attention span. Aidan is six years old with primarily inattentive ADHD. In the classroom she was expected to read silently at her desk for twenty minutes after lunch. *That is very telling.*

Teacher's interactions and instructional techniques.

When I had a chance to work with Aidan, I developed little games I could play with her. These games had to do with reading, math and identification. I used visuals to keep her engaged and talked about things she liked when transitioning to a new activity. My games lasted approximately three-to-four minutes each. The directions I gave her were very brief and easy to understand. I also promised her a reward before we began the activities. If she tried “really, really hard” to focus and do a good job, she would get a prize that I kept hidden in my bag. *Excellent strategy.*

When I observed Aidan in her classroom, I noticed she was doing a lot of “seatwork.” She was not allowed to speak and was very often told to sit down and get started on her work by her teacher. This went for all the kids in the classroom. I could see that Aidan was bored.

Many times she would ask a student beside her, "What are we supposed to do?" I could definitely identify the traits of a primarily inattentive ADHD student within her actions and attitude. Whenever the teacher told Aidan she had to come do a worksheet with me at a table, her body language and facial expressions made it clear that was the last thing she wanted to do. *I can picture it.*

I never saw the teacher differentiate any type of instruction for Aidan. The spelling tests they took were all the same. The silent reading was inappropriate not only for Aidan but for the entire class. It would be difficult for any six year-old to read silently for twenty minutes. Aidan received no extensions for her assignments even if she was not finished. Aidan asked me before I left one day if she could stay outside the classroom and do her work. When I asked the teacher if she could, she said absolutely not because Aidan would get up and roam the corridors. "She wouldn't get anything done," she said. When I told Aidan she had to come back inside the classroom, her whole mood changed and did not do much work with her classmates around. *Excellent, excellent detail*

Did Aidan receive specialized instruction?

Aidan did not receive any specialized instruction from this teacher as far as I could see. The teacher's two rules were sitting down staying quiet. Often she "shushed" Aidan when all she was doing was asking for clarification on an assignment. The one thing I did see from the teacher was that she allowed Aidan to go to the bathroom quite often which is like taking a break from schoolwork. The teacher never had any hands-on activities to do with Aidan, only worksheets. I do not think she knew much about Aidan which prohibited her from using Aidan's interests as a tool for helping her learn. Aidan told me she loves games. When I tried to teach

her something I tried to make everything a game. I got to know Aidan and asked her about her weekend and what she likes to do outside of school. It seemed to me that the teacher knew very little about what Aidan liked and disliked. *That is exactly as I saw it*

Conclusion

Working with Aidan had an amazing impact on my confidence with working with kids and on my decision to stick with my major. Aidan can come off as a stubborn little girl who doesn't want anything to do with you, but, in reality, she just doesn't want to be singled ^{yes} out. One of the first days I observed her she came up to me and said, "Why are you only working with me?" I responded with, "I'm not. I'm here working with everybody." From that point on, I realized I needed to back off a bit. I tried communicating with other kids in the classroom in front of her so that she could see she wasn't the only one I paid attention to. *Excellent conclusion. Great idea.*

From the beginning Aidan seemed to not like me very much. I tried talking to her and she would respond with an attitude hinting for me to leave her alone. On the field trip the class had to the police station she ran away from me to be near her friends. I asked her a question about the field trip, and she pretended to not hear me although I know she did. Nothing I did seemed to work with this little girl. I was beginning to think this wasn't for me. I would get anxiety on the way to Narragansett Elementary school knowing, yet again, would have to deal with her ignoring me. What I came to realize was that she was the one who had to deal with me. *Exactly!* I wasn't doing anything fun with her. Who wants to do something that isn't fun? I know I didn't when I was her age. *SAME here.*

I developed a few games and even brought in rewards for her if she promised me she would cooperate for the day of my evaluation. Surprisingly, Aidan's ^{ie} attitude toward me changed. She told me stories, wanted to show me her work and even asked to sit on ~~my~~ lap. *Not really surprising because you started becoming an excellent teacher.*

This is the same girl that the day before asked me to not come back. I found some common ground with Aidan which is what I feel broke the ice between us. She noticed I was doing things for her and that I cared. *I couldn't agree more - for!* She asked me, "Why did you bring me presents." I smiled and said, "Because you are a very smart girl I know you try really hard." She laughed. I was so happy and proud of myself that it really changed the way I view working with kids. *You should have been.* The feeling I got when she got something right that I saw her days before struggle on in class was unexplainable. It had been the first time I had ever "taught" a student something new. *AND you taught extremely well.*

Before I left, Aidan made me stay an extra hour with her. She asked if we could work together outside of the classroom just until she finished what she wanted to show me. She developed a perfectly written sentence with words we had just gone over in the few activities we had done. I looked at it and was speechless. Not one word was misspelled and everything made sense. The type of feedback I had always given her even when she refused to talk to me was always positive. I pointed out things she did right and really focused on it. I tried to make the errors not look like a big deal although sometimes they were very wrong. I never said something was wrong. I always said "show me a better way to do this," and then I would guide her if she needed help. *Excellent technique*

Surely I was very nervous in the beginning of this case study. However, I am very happy I was given a tough challenge rather than an easier one. *I am glad to hear this.* I would have never been able to feel this

CASE STUDY: Student in Narragansett

good about myself if I had a perfect A+ child to work with. Knowing Aidan had ADHD I was

prepared for a loud girl who caused many interruptions. I was so wrong about her. She was the

exact opposite and I learned not to judge a student based on their disability.


That is because you have all the ingredients of an excellent teacher.

outstanding!

Your conclusion was one of the best I have read in the many years I have taught his class. You demonstrate all the skills that one associates w/ an outstanding teacher. I am so glad that you enjoyed the experience & got so much out of it.

You are an outstanding student and have all the skills to be an outstanding teacher. You might want to consider getting your Master's degree in special education. I know you will be a fantastic P.E./Health teacher.

Be sure to keep in touch, okay?



References

Gunning, Mark (2010). *Attention Deficit/Hyperactivity Disorder* [PowerPoint slides]. Retrieved from handout

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The ADHD Information Library. (2008). *ADHD Inattentive Type*. Retrieved July 9, 2010, from <http://newideas.net/adhd/different-types-adhd/inattentive-type>

Understand, Prevent and Resolve Challenges. (2010). *Helping Children Succeed In School*.

Retrieved July 11, 2010, from

http://helpguide.org/mental/adhd_add_teaching_strategies.htm

I hear that he's pretty good!

that's for!

Special Education 300 Rubric for Case Study

Evaluation Component	Evaluation Criteria			
	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>I. Presentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriately uses rules of standard grammar, punctuation, and capitalization <input type="checkbox"/> Ideas and observations presented are clear <input type="checkbox"/> Layout and format of paper are clear with meaningful topical headings that are consistent with assignment details and expectations <input type="checkbox"/> Citation of references and quotations throughout paper follows APA format <input type="checkbox"/> References section of paper complies with APA format <input type="checkbox"/> Paper is double spaced using 12 point font <input type="checkbox"/> Paper is appropriately bound together 	<p>7* 9</p>	<p>5-6 6 pts.</p>	<p>3-4 6 pts.</p>	<p>1-2 1 pt.</p>
<p>II. Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher interview <input type="checkbox"/> IEP <input type="checkbox"/> Classroom observations <input type="checkbox"/> Summary of Special Education folder, i.e., evaluations, IEPs, correspondence, etc. <input type="checkbox"/> Student work samples and products are provided <input type="checkbox"/> Direct contact and experience with student is evident <input type="checkbox"/> Log of hours completed during the Case Study is provided with initials of Cooperating Teacher for each session 	<p>7* 5 pts.</p>	<p>5-6 4 pts.</p>	<p>3-4 3 pts.</p>	<p>1-2 1 pt.</p>
<p>III. Objectivity/Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reports behavior accurately and objectively <input type="checkbox"/> Does not use biased, discriminating language and assumptions/pejorative labels or descriptors <input type="checkbox"/> Focuses on child strengths and assets and not deficits <input type="checkbox"/> Understands influence of cultural, language, and economic differences on achievement and behavior <input type="checkbox"/> Understands the influence of a disability on achievement and behavior <input type="checkbox"/> Understands the influence of behavioral organization and task orientation on achievement and behavior 	<p>6* 8</p>	<p>5 7 pts.</p>	<p>3 4 pts.</p>	<p>1-2 1 pt.</p>

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Evaluation Component	Exceeds Standard	Meets Standard	Approaches but does not meet standard	Does not meet standard
<p>VI: Overview of the Case Study Student</p> <p>Essential descriptive information about child is provided (DOB, age, gender, race, economic status, physical health, physical size and appearance, school attendance)</p> <p>Clear and succinct overview of child's school history is provided</p> <p>Clear presentation of child's social behaviors is provided (both challenging as well as prosocial)</p> <p>Clear presentation of academic and developmental strengths and needs is provided.</p> <p>Child's primary diagnosis/ IDEA eligibility category is provided.</p> <p>Clear and meaningful description of child's communication skills and preferences are provided.</p>	6*	4-5	3	1-2
<p>VII: Factors Influencing Delivery of IEP Services in Classroom Environments</p> <p>Description of influence of classroom rules and expectations on child behavior and achievement</p> <p>Description of the influence of a teacher's words and behaviors on the student's behavior and achievement</p> <p>Description of the influence of physical space on the student's achievement and behavior</p> <p>Discussion of the influence of curriculum organization and design on achievement and behavior</p> <p>Discussion of how and why instructional approaches and methods are modified for the student</p> <p>Discussion of how and why assignments are modified for the student</p>	10 pts. 6* (complete) 9 pts.	8 pts. 5 (partial) 6 pts.	5 pts. 3 3 pts.	2 pts. 1-2 1 pt.
<p>VIII: Observed Characteristics/Analysis Associated with the Disability Condition of the Case Study Student: In this section, describe and analyze two of the following from interactions you have had with the student/events activities you witnessed your case study involved in, that best illustrate the characteristics associated with the disability condition that the Case Study student has been identified:</p> <ul style="list-style-type: none"> 1. Behavioral Characteristics 2. Behavioral Characteristics 3. Social Skills of the Student 4. Communication Skills and Preferences for Communication for the Student <p>Description of the student's characteristics is supported from the classroom notes and two additional texts cited and referenced in the reflection</p> <p>Description of the student's characteristics are specifically illustrated and include a reflection regarding the meaning of the event, activity or interaction you are using to illustrate the disability</p> <p>Discussion, with specific examples, of the specially designed instruction answers the following questions:</p> <ol style="list-style-type: none"> 1. Is explicitly designed instruction being provided to the student being assessed in the same manner as other students despite his/her disability 2. Is the instruction provided consistent with your state's standards for a student with the disability your case study student has been determined should be taught. <p>Characteristics of the student are provided in the reflection for the student being assessed in the Case Study</p>	4* 30 pts. 26	3 20 pts.	2 10 pts.	1 5 pt.

Very nice job. The original was present & detailed support are excellent. The only shortcoming, however, is that you could have done better like of referencing otherwise, Excellent

Get a hand out

IX: Conclusion/reflection/Insights	6*	5	3	1-2
<input checked="" type="checkbox"/> Description of the impact of his/her words and behaviors on the Case Study student's achievement, behavior, motivation and attitude <input type="checkbox"/> Description of his/her initial biases and tolerance for differences in students (i.e., academically, behaviorally, physically) <input type="checkbox"/> Description of comfort level in working with students with disabilities <input type="checkbox"/> Discussion of how practicum student learned to communicate effectively with students with disabilities, both verbally and non-verbally <input checked="" type="checkbox"/> Discussion of how practicum student learned to establish a meaningful relationship with a student with a disability <input checked="" type="checkbox"/> Summary of what practicum student learned about him/herself through the Case Study process working with a student with special needs	7 pts.	4 pts.	2 pts.	1 pt.
TOTAL POINTS				
90-100 80-89 75-80 75				

Numerical grade: $\frac{94}{100} = 94\%$ **A**

Rubric score: Exceeds Standard Meets Standard Approaches But Does Not Meet Standard Does Not Meet Standard

Student's Name: _____

Faculty Signature: *Mark Gunning* Date: *July 13, 2010*
 Professor: Mark Gunning