

INDIVIDUAL EDUCATIONAL PROGRAMMING GUIDE

Strength - A - Lyzer

Prepared by: Joseph S. Renzulli
Linda M. Smith

NAME Joan Sutton AGE 10 TEACHER(S) _____ Individual Conference Dates and Persons
 Participating in Planning of IEP
 SCHOOL Brookside GRADE 5 PARENT(S) _____

ABILITIES	INTERESTS	LEARNING STYLES																																																																																																																																																																																																								
<p>INTELLIGENCE - APTITUDE - CREATIVITY In the spaces below, enter the results of standardized test scores and circle all scores above the ____ percentile.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Test</th> <th>Area</th> <th>Date</th> <th>Raw Score</th> <th>Grade Equiv.</th> <th>%ile</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">IQ</td> <td></td> <td style="text-align: center;">126</td> <td></td> <td style="text-align: center;">94</td> </tr> <tr> <td>CTBS</td> <td>Composite</td> <td></td> <td></td> <td></td> <td style="text-align: center;">97</td> </tr> <tr> <td></td> <td style="text-align: center;">Reading</td> <td></td> <td></td> <td></td> <td style="text-align: center;">93</td> </tr> <tr> <td></td> <td style="text-align: center;">Math</td> <td></td> <td></td> <td></td> <td style="text-align: center;">95</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>TEACHER RATINGS In the spaces below, enter the scores from the Scale for Rating Behavioral Characteristics of Superior Students. Circle unusually high scores.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Scale</th> <th>Score</th> <th>Group Mean</th> <th>Scale</th> <th>Score</th> <th>Group Mean</th> </tr> </thead> <tbody> <tr> <td>Learning</td> <td style="text-align: center;">28</td> <td></td> <td>Musical</td> <td></td> <td></td> </tr> <tr> <td>Motivation</td> <td style="text-align: center;">25</td> <td></td> <td>Dramatic</td> <td></td> <td></td> </tr> <tr> <td>Creativity</td> <td style="text-align: center;">29</td> <td></td> <td>Comm.: Precision</td> <td></td> <td></td> </tr> <tr> <td>Leadership</td> <td style="text-align: center;">24</td> <td></td> <td>Comm.: Expressive</td> <td></td> <td></td> </tr> <tr> <td>Artistic</td> <td></td> <td></td> <td>Planning</td> <td></td> <td></td> </tr> </tbody> </table> <p>END OF YEAR GRADES Enter final grades for the past two years.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Area</th> <th>Grade 1</th> <th>Grade 2</th> <th>Area</th> <th>Grade 1</th> <th>Grade 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">A</td> <td style="text-align: center;">A</td> <td>Art</td> <td style="text-align: center;">A</td> <td style="text-align: center;">A</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">A</td> <td style="text-align: center;">A</td> <td>Foreign Language</td> <td></td> <td></td> </tr> <tr> <td>Language Arts</td> <td style="text-align: center;">A</td> <td style="text-align: center;">A</td> <td>Other</td> <td></td> <td></td> </tr> <tr> <td>Social Studies</td> <td style="text-align: center;">B+</td> <td style="text-align: center;">A</td> <td>Other</td> <td></td> <td></td> </tr> <tr> <td>Science</td> <td style="text-align: center;">A</td> <td style="text-align: center;">A</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Music</td> <td style="text-align: center;">B</td> <td style="text-align: center;">A</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Test	Area	Date	Raw Score	Grade Equiv.	%ile		IQ		126		94	CTBS	Composite				97		Reading				93		Math				95													Scale	Score	Group Mean	Scale	Score	Group Mean	Learning	28		Musical			Motivation	25		Dramatic			Creativity	29		Comm.: Precision			Leadership	24		Comm.: Expressive			Artistic			Planning			Area	Grade 1	Grade 2	Area	Grade 1	Grade 2	Reading	A	A	Art	A	A	Mathematics	A	A	Foreign Language			Language Arts	A	A	Other			Social Studies	B+	A	Other			Science	A	A				Music	B	A				<p>As a result of student responses to the Interest-A-Lyzer or other interest assessment procedures, indicate the general area(s) in which levels of interest seem to be High, Average, and Low.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>H</th> <th>A</th> <th>L</th> <th></th> <th>H</th> <th>A</th> <th>L</th> </tr> </thead> <tbody> <tr> <td>Fine Arts/Crafts</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td>Managerial</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Scientific/Technical</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td>Business</td> <td></td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>Literary/Writing</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td>Historical</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Political/Judicial</td> <td></td> <td></td> <td style="text-align: center;">X</td> <td>Performing Arts</td> <td></td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>Mathematical</td> <td style="text-align: center;">X</td> <td></td> <td></td> <td>Other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Athletic</td> <td></td> <td style="text-align: center;">X</td> <td></td> <td>Other</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">SPECIFIC AREAS OF INTEREST</p> <p>As a result of individual discussions with the student, indicate particular topics, issues, or areas of study in which the student would like to do advanced level work.</p> <p>short story writing poetry mathematical puzzles and games</p>		H	A	L		H	A	L	Fine Arts/Crafts	X			Managerial		X		Scientific/Technical		X		Business			X	Literary/Writing	X			Historical		X		Political/Judicial			X	Performing Arts		X		Mathematical	X			Other				Athletic		X		Other				<p>Enter the scores from the Learning Styles Inventory in the spaces below. Circle the highest area(s).</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Learning Style</th> <th>Score</th> <th>Learning Style</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Projects</td> <td style="text-align: center;">4.2</td> <td>Teaching Games</td> <td style="text-align: center;">3.5</td> </tr> <tr> <td>Simulation</td> <td style="text-align: center;">2.6</td> <td>Independent Study</td> <td style="text-align: center;">4.3</td> </tr> <tr> <td>Drill and Recitation</td> <td style="text-align: center;">3.0</td> <td>Programmed Instruction</td> <td style="text-align: center;">1.0</td> </tr> <tr> <td>Peer Teaching</td> <td style="text-align: center;">4.1</td> <td>Lecture</td> <td style="text-align: center;">2.0</td> </tr> <tr> <td>Discussion</td> <td style="text-align: center;">3.5</td> <td></td> <td></td> </tr> </tbody> </table> <p>Comments regarding informal observation about Learning Styles and relationships between areas of interest and learning styles.</p> <p>Joanie is an excellent independent worker, but can also fit into group situations. She seems to adapt to the task at hand.</p>	Learning Style	Score	Learning Style	Score	Projects	4.2	Teaching Games	3.5	Simulation	2.6	Independent Study	4.3	Drill and Recitation	3.0	Programmed Instruction	1.0	Peer Teaching	4.1	Lecture	2.0	Discussion	3.5		
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<p style="text-align: center;">SUMMARY AND RECOMMENDED ACTION BASED ON ASSESSMENT INFORMATION</p> <p>In this space below summarize (1) strengths, interests, and learning styles, (2) areas in which remedial work or additional skill building appears to be warranted, and (3) specific higher mental processes and advanced skills that should be developed.</p> <p>Joanie is extremely strong in all basic skills areas and shows above average ability as an independent worker. She is an avid reader with a flair for creative writing and love of literature. Joanie interacts well with her peers and participates actively in group situations. At times this can be a problem for her, as she will "go along" with the group rather than pursue her own interests.</p>																																																																																																																																																																																																										

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