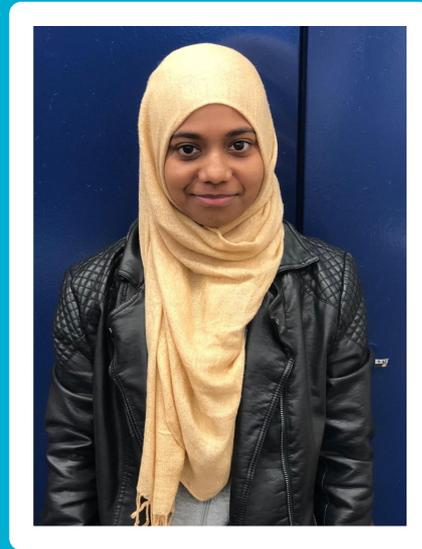


# 753k @ Aveyron Technical Academy

Student Portfolio 2020 - 2021 Remote Learning

**Shabrin Sultana**  
**12th Grade**



# General Student Information:

<b>Classification</b>	Intellectual Disability
<b>Class ratio</b>	12:1:1
<b>Assessment type</b>	Alternate Assessment
<b>Health Concerns:</b>	N/A
<b>Specific Behavior Notes:</b>	Shabrin interacts appropriately with peers and adults in varying school environments. She tends to remain by herself and would does not initiate a conversations.
<b>Social &amp; Emotional Concerns:</b>	Shabrin needs to improve her social and communication skills so she gains the confidence to approach peers and initiate conversations.
<b>Learning Style:</b>	Based upon teacher observations, formal and informal assessments, Shabrin learns best with visuals, kinesthetic/ multi-sensory instruction, teacher modeling, repetition, verbal and visual prompting, question prompts placed on the desk to facilitate discussions, step by step instructions and some materials translated in Bengali.

# Programs & Services

<b>Academic:</b>	ELA, Math Science Career Readiness, Civics	5 times per week	Remote Learning Platform
<b>Speech:</b>	2x45x3		
<b>Transportation:</b>	Yes, Shabrin was scheduled to beginning travel training (Spring 2020).		

# IEP Goals from 2020 - 2021

<b>Speech:</b>	When presented with short informational text , Shabrin will highlight the main idea when provided with direct verbal and visual prompts.
<b>Reading</b>	Given an informational text, and provided with guidance and support, Shabrin will compare and contrast 2 characters in an informational text, by stating 2 comparisons (how they are the same) and 3 contrasts (how they are different) for each character or situation
<b>Writing:</b>	When given a writing assignment, Shabrin needs to be able to write 2- 3 sentence responses using proper punctuation and grammar.
<b>Math:</b>	Given 5 real world money math problems involving addition, subtraction, multiplication and division, Shabrin will solve the problems using a calculator if needed.

# Attendance Notes

<p><b>Attendance Pattern,</b> (LTA - long-term absence, R - regular, I - irregular) % for the year</p>	<p>For the remote 2020-2021 school year, Shabrin has excellent attendance. She attends all her remote learning class regularly. Shabrin's average attendance is 98%.</p>
<p><b>Notes:</b> (attends school, but not class, health concerns impede attendance, etc.)</p>	<p>N/A</p>

# Assessments

<b>Reading:</b>	Shabrin is able to read a short informational text, though not fluently. She has difficulty pronouncing words.
<b>Writing:</b>	According According to the Student Annual Needs Determination Inventory (SANDI 2020), she is able to write her personal opinion on a topic. She can write a comparison of a character in a text. She needs to be able to contrast a character in a text. Her work contains grammatical errors.
<b>Math:</b>	According to the Student Annual Needs Determination Inventory (SANDI 2020), Shabrin can solve addition, subtraction and multiplication problems with multiple digits, involving sums and differences up to 100 using a calculator. She can use repetitive addition to explain multiplication problems and repetitive subtraction to solve division problems, with answers up to 100 using pictures and a calculator. She is also able to solve questions about a bar graph with three categories.

# Student Work - English Language Arts

<b>Description of Task:</b>	About Me Collage & Autobiography: PART 1: Assignment: make your picture "about me" collage to tell me about you. PART 2: Assignment: Write a short autobiography paragraph of 4-5 sentences explaining about you and why you chose the pictures in your collage.
<b>Rubric:</b>	<a href="#">Writing Rubric</a>
<b>Student Work:</b>	<a href="#">About Me Collage and Autobiography</a>

# Student Work - Career Readiness

<b>Description of Task:</b>	<p>Shark Tank Project: In light of our ongoing focus of “knowing our students well”, the students were asked to create a product for our theoretical “sharks”. The aim for the students was to create an advertisement, and written description of a “pitch” along with other professional criteria to present as an opportunity for buyers to invest in. Creativity and fun was key for this project.</p> <p>Directions: Read through the lesson about “want and need” to understand the difference. Think about the connections products have to our “wants and needs”. Then review the next lesson about “entrepreneurs, products, income and pitches”. We will be creating our own products by identifying a problem, creating a solution and pitching our unique ideas to the Sharks.</p>
<b>Rubric:</b>	<a href="#">Rubric</a>
<b>Student Work:</b>	<a href="#">Shark Tank Project</a>

# Student Work - Financial Literacy

<b>Description</b>	The link below displays a collection of Shabrin's assignments that was completed during cycle III.
<b>Rubric:</b>	<a href="#">Rubric</a>
<b>Student Work:</b>	<a href="#">Work Samples</a>

# Student Work - Science

<b>Description of Task:</b>	The student sample provides a baseline assessment to determine Shabrin's prior knowledge and understanding of science and to determine what she would like to learn in this science course.
<b>Rubric:</b>	<a href="#">Rubric</a>
<b>Student Work:</b>	<a href="#">Work Sample</a>

# Student Work - Civics

Description of Task:	Students learned about the achievements and challenges of successful Lewis Latimer. Student read a short biography and responded to short answer questions.
Rubric:	<a href="#">Rubric</a>
Student Work:	<a href="#">Work Sample</a>

# Student Work - Vocational

<b>2019 -2020</b>	<b>ATA Works Buildings and Grounds</b>	Maintained cleanliness of ATA classrooms and offices, repaired bulletin boards and signs as needed and provided teachers with needed supplies. Justin can also laminate, sort, categorize various items and maintain inventory; he also follows directions very well.
<b>2019-2020</b>	<b>ATA Works Foodtown</b>	Cashier trainee - worked at the register under the supervision of an experienced cashier.
<b>2019- 2020</b>	<b>ATA Works Culinary</b>	Learned techniques to maintain a food-safe environment.
<b>2020-2021</b>	<b>BCSD Grand Folks</b>	Grand event organizer - Shabrin is engaged in planning monthly events

# Vocational Highlights



**FOOD TOWN SUPERMARKET**



**BUILDING AND GROUNDS**



**CULINARY**



# Student Transition

<b>Expected graduation date:</b>	06/2021
<b>Plan:</b>	Shabrin goal is to secure employment through Ken's Krew Transition Program.
<b>Linkages:</b>	Shabrin is in the process of being linked to OPWDD.

# Parent & Family Engagement

<b>Contact:</b>	Monoara Begum
<b>Response Rate/Best method of communication:</b>	75% Phone - 917-960-6674
<b>Other important family/home notes:</b>	Shabrin's parents do not speak English fluently- Ms. Mazumber (Paraprofessional at S.T.E.A.M.) assists with translation.

# Teacher and Staff Contact Information

## Teachers

[Mr. Ahmed](#)

[Ms. Cohen](#)

[Ms. Chery](#)

[Ms. DelleCave](#)

[Ms. Husbands](#)

## Related Services

[Mr. Connelly](#)

Mr. Ahmed is Shabrin's ELL teacher.

Ms. Cohen is the Unit Coordinator at ATA.

Mr. Cheryl is Shabrin's Financial Literacy teacher.

Ms. DelleCave is Shabrin's ELA and Career Readiness teacher.

Ms. Husbands is Shabrin's Civics and Science teacher.

Mr. Connelly is Shabrin's speech teacher