

Portraits of Students Analysis

Portraits

De'Vincent

Initial Description

- De'Vincent is a student at Lincoln Middle School. He needs to perform well in his 8th-grade math class to be able to move on to high school.
- At least once a week, De'Vincent is sent to the principal's office by his math teacher and, based on his current performance, he will end the first quarter with an F.
- De'Vincent sits in the back of classes with his head down and often doesn't participate in class activities.

What does De'Vincent need to flourish (or continue to flourish) mathematically?

After the additional context is revealed, what does De'Vincent need to flourish (or continue to flourish) mathematically?

Saadia

Initial Description

- Saadia Mahmud is a new student at Jefferson Middle School. Her family just moved into the area from Pakistan.
- Saadia enjoys solving problems by figuring out and applying patterns. Saadia also likes the challenge of taking known information and using it to find “the unknown”.
- Based on her placement assessments, Saadia was put in an advanced mathematics class. At the end of the first quarter, Saadia had an A in the class.

What does Saadia need to flourish (or continue to flourish) mathematically?

After the additional context is revealed, what does Saadia need to flourish (or continue to flourish) mathematically?

Antwon

Initial Description

- Antwon is a 6th-grade student, in Advanced Math.
- He actively participates in discussions, asks questions, and completes all his assignments on time.
- He is the president of his middle school math club and regularly participates in math competitions.
- He currently has an A in mathematics class and has been recommended by his teacher, after consultation with his parents, to take Math 1 next year in 7th grade.

What does Antwon need to flourish (or continue to flourish) mathematically?

After the additional context is revealed, what does Antwon need to flourish (or continue to flourish) mathematically?

Zachary

Initial Description

- Zachary recently enrolled at Green Valley Middle School towards the end of the first quarter and was placed into a standard math course.
- When he first enrolled, he was completing most of his assignments regularly and had a good rapport with classmates and the teacher. He also made a B+ on his first major test.
- A few weeks later, Zachary began acting out in class. He was easily distracted, quick to get angry, and would often get frustrated and act disrespectfully towards his teachers.
- By the end of the second quarter, Zachary had disengaged from class discussions, held his head on the desk during most class sessions, had multiple missing assignments, and his math grade was now a D.

What does Zachary need to flourish (or continue to flourish) mathematically?

After the additional context is revealed, what does Zachary need to flourish (or continue to flourish) mathematically?

Reflection question: What assumptions did you make about each student prior to learning their context? How did learning about their background change the type of support you would give each student? What a-ha's did you have from engaging in this activity?