

Sample Class Profile – Elementary*

Teacher: Ms. B.		Grade: Senior Kindergarten		Date Started: Sept. 2013			
Student	Learning profile**	Strengths/Areas of need (achievement/readiness, interests, learning needs, social/emotional strengths and needs)	Instructional strategies and resources; assessment tools; accommodations	Evidence of improvement in learning	Adjustments in instruction /Other interventions, if needed	Available supports and resources	Other relevant information
Afreen	A / MR	Insufficient assessment information so far. Further observation needed.					
Carter	T / LM	Enjoys counting, sequencing. Beginning to identify letters and consonant sounds.	Provide manipulatives. Involve in team projects.	Nov. 20: Shows continuing progress in sound recognition.			
Mark	V / MR	Responds well to visual cues and consistent routines. Age-appropriate counting, sorting, sequencing skills. Enjoys peers but also needs quiet personal space. Diagnosed with ASD; is easily overwhelmed and loses focus. Needs transition cues, frequent positive reinforcement. (Prepare individual student profile)	Present information in small chunks. Use visuals; transition picture cards (e.g., visual schedule generated by computer software). Pair with student who needs support in math. Provide quiet space for academic tasks. Give positive reinforcement.	Nov. 15: Good progress – retreats only occasionally; responds to familiar visual cues when making transitions.		Receives support from board ASD team and school resource staff.	Has behaviour plan and safety plan.
Nigel	A / In	Enjoys books; counting skills lagging.	Perhaps pair with Mark.				
Maia							
Shelley							
Maurice	T / BK	Eager to learn to read. Enjoys interacting with peers. Strong verbal expressive language. Needs attention and focus cues.	Provide card with graphic depiction of task for him to consult until he completes the task. Provide manipulatives. Allow additional time for him to express himself; provide concrete cues for turn taking during group conversations. Use cars in examples. Provide access to computerized phonics programs.	Nov. 15: Shows some improvement in attention focus during group time; will continue to require redirection.	Seating arrangement: Proximity to teacher during circle time.		Loves cars.
Anita							
Susie	V / I	Sociable. Well-liked by peers. Demonstrates leadership qualities. Enjoys arts.	Provide opportunities for group work. Oral presentation. Pair up with other students as a peer mentor.	Nov. 15: Shows improved cooperation and turn-taking.	Nov. 15: provide more opportunities for leadership.		Takes dance classes after school.

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** The learning profile may include learning style, type of intelligences ("learning preference"), as well as preferences or traits related to socio-economic or cultural background.

Learning styles: **A** – Auditory; **V** – Visual; **K** – Kinesthetic; **T** – Tactile

Learning preferences: **VL** – Verbal Linguistic; **LM** – Logical Mathematical; **VS** – Visual Spatial; **BK** – Bodily Kinesthetic; **MR** – Musical Rhythmic; **N** – Naturalist; **I** – Interpersonal; **In** – Intrapersonal

Sample Class Profile – Secondary*

Teacher: Mr. S.

Grade: Grade 9 Applied Math

Date Started: Sept. 2013

Student	Learning profile**	Strengths/Areas of need (achievement/reading, interests, learning needs, social/emotional strengths and needs)	Instructional strategies and resources; assessment tools; accommodations	Evidence of improvement in learning	Adjustments in instruction/Other interventions, if needed	Available supports and resources	Other relevant information
Angela	A / VL	Enjoys independent reading and creative writing; auditory learner; loves animals; strong in language and other subject areas, except math; difficulty understanding new abstract math concepts. (Prepare individual student profile)	Pair verbal instruction with written format; provide opportunities for projects, written reports; allow extra time to process information and complete projects. (See individual profile)	Nov. 15: shows improvement in understanding of decomposition of 2-D shapes, including the Pythagorean relationship, especially when real-life context is part of the problem, and when discussing possibilities with a learning partner. Beginning to connect linear relationships to linear growing patterns involving tiles.	Provide more access to assistive technology when possible. Provide regular access to Representing Linear Growing Patterns (CLIPS). Arrange for peer mentor. Involve Student Success Team.	Creative Writing Club; guidance to support pathway transition to Gr. 10 academic math through transfer course; local vet clinic.	Had IEPs in Gr. 7 and 8 for math.
Keith	T / LM	Enjoys hands-on activities projects, puzzles, games, patterns; creative thinker.	Provide authentic, hands-on experiences; involve in team projects; encourage higher-order thinking skills; provide opportunities for leadership.				
Sean	V / I	Responds well to visual cues and positive reinforcement; understands concepts when explained in a logical fashion; enjoys working on the computer; often needs quiet personal space to focus on work; requires preparation to support transitions. (Prepare individual student profile)	Present information in small chunks and in logical fashion with visual support; encourage the use of a personal organizer for daily schedule and locker; provide prompts and preparations for all transitions; provide quiet space for academic tasks.	Nov. 15: Formative assessments show success in working with 2-D and 3-D measurements, and particular interest in applications of optimization.	Update IEP with new Gr. 9 applied math expectations and social skills; provide peer mentor support for self-advocacy skills and transitions.	Guidance and Resource support for social skills; consultation with In-School Support Team if required.	Previous years' behaviour support plans reviewed; safety plan removed.
Amanda	A / In	Enjoys books; likes quiet work space and independent projects.	May need extra time to process information and complete assignments; use written assignments.				
Troung	V / LM	Visual learner, attention to details and focuses on tasks; English language learner.	Pair verbal instructions with visual support; provide opportunities to complete assignment in first language and to work with another student in class.	Nov. 15: More comfortable participating in small-group work; is volunteering answers from time to time.	Continue to monitor English language development.	Enrolled in ESLAO first semester; Guidance and ESL team; Community Centre access.	Arrived in Canada one year ago with limited English language skills.
Haneem	T / I	Good social skills; well liked by peers; needs attention and organization support.	Provide opportunities for leadership; encourage the use of personal organizer and self-monitoring skills.				

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