# Access for Success

## Student Learning Profile

Profile author(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Part I: Initial Intake

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_

Age at start of second language study: \_\_\_\_\_\_\_\_\_ Years in new language: \_\_\_\_\_\_\_\_\_

First language/home language(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* How much does the student use the first (home) language? With whom?
* Can the student read and write in the first (home) language? Describe:
* In the second language, how would you rate the student’s following abilities
(1 being in the early stages and 5 being strong)?

 Listening skills: 1 2 3 4 5 Speaking skills: 1 2 3 4 5

 Reading skills: 1 2 3 4 5 Writing skills: 1 2 3 4 5

* List three positive adjectives that come to mind when describing this student:
* Describe, briefly, the student’s current performance in the second language classroom:
* Describe home factors that could be influencing performance:
* Describe what you notice about the student’s social interactions with peers:

### Part II: Learning Behaviours and Classroom Performance

1. Check the descriptor that best applies to the student.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Never** | **Rarely** | **Sometimes** | **Often** | **Always** | **Not Observed** |
| Produces oral language willingly and with ease in class |  |  |  |  |  |  |
| Understands instructions and newly presented material |  |  |  |  |  |  |
| Enjoys participating in discussions and activities |  |   |  |  |  |  |
| Asks clarification questions |  |   |  |  |  |  |
| Uses target language when speaking with the teacher |  |  |  |   |  |  |
| Socializes in his/her home language |  |  |  |   |  |  |
| Acquires and uses new vocabulary and language structures with ease |  |  |  |  |  |  |
| Makes few errors when using the target language (spoken or written) |  |  |  |  |  |  |
| Can sustain focus throughout the task or lesson |  |  |  |  |  |  |
| Reads fluently and has good comprehension  |  |  |  |  |  |  |
| Puts thoughts down on paper with ease |  |   |  |  |  |  |
| Completes assignments within the given time parameters |  |  |  |  |  |  |
| Shows interest in the topic or the activity |  |  |  |  |  |  |
| Is prepared for class and is ready to learn |  |  |  |  |  |  |

2. In general, in relation to the curricular standards/expectations, the student’s work is

 below-level on-level above-level

3.How well does the student work autonomously?

* Gets right to the task and works straight to completion
* Works on the task, but requires an occasional check in to ensure that task is completed on time or within parameters
* Works on the task, but requires regular monitoring to complete it
* Cannot do the task without direct one-on-one support

4. How does the student work in groups?

* Takes the lead
* Takes cues from others
* May not always participate
* May distract others

5. When is the student most focused in class?

* During all parts of the school day (The student seems to enjoy everything.)
* During activities where he/she has been previously successful
* During activities where he/she is struggling
* When sitting near a certain student
* When sitting away from a certain student

*Is the student more focused at a certain time of day? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. If yes, when? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

6. How well can the student sustain attention on a given task?

* Requires regular cuing back to the task
* Is able to self-monitor to get back on task
* Depends on the task in class
* Depends on who the student is sitting near or working with
* Typically not

*Is the student more distractible at a certain time of day? \_\_\_\_\_\_\_\_\_\_\_\_*

*If yes, when? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Numbers 7 through 9: To be filled in for each subject or for each teacher the student studies with:

7. What does the student do well (the student’s strengths)?

8. What are the student’s areas of challenge?

9. In relation to grade-level expectations for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name class), how would you describe the student’s performance?

* *Consistent and underperforming*
* *Inconsistent and mostly underperforming*
* *Consistent and on-target*
* *Inconsistent, but mostly on-target*
* *Consistent and above-target*
* *Inconsistent, but mostly above-target*