

# 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*