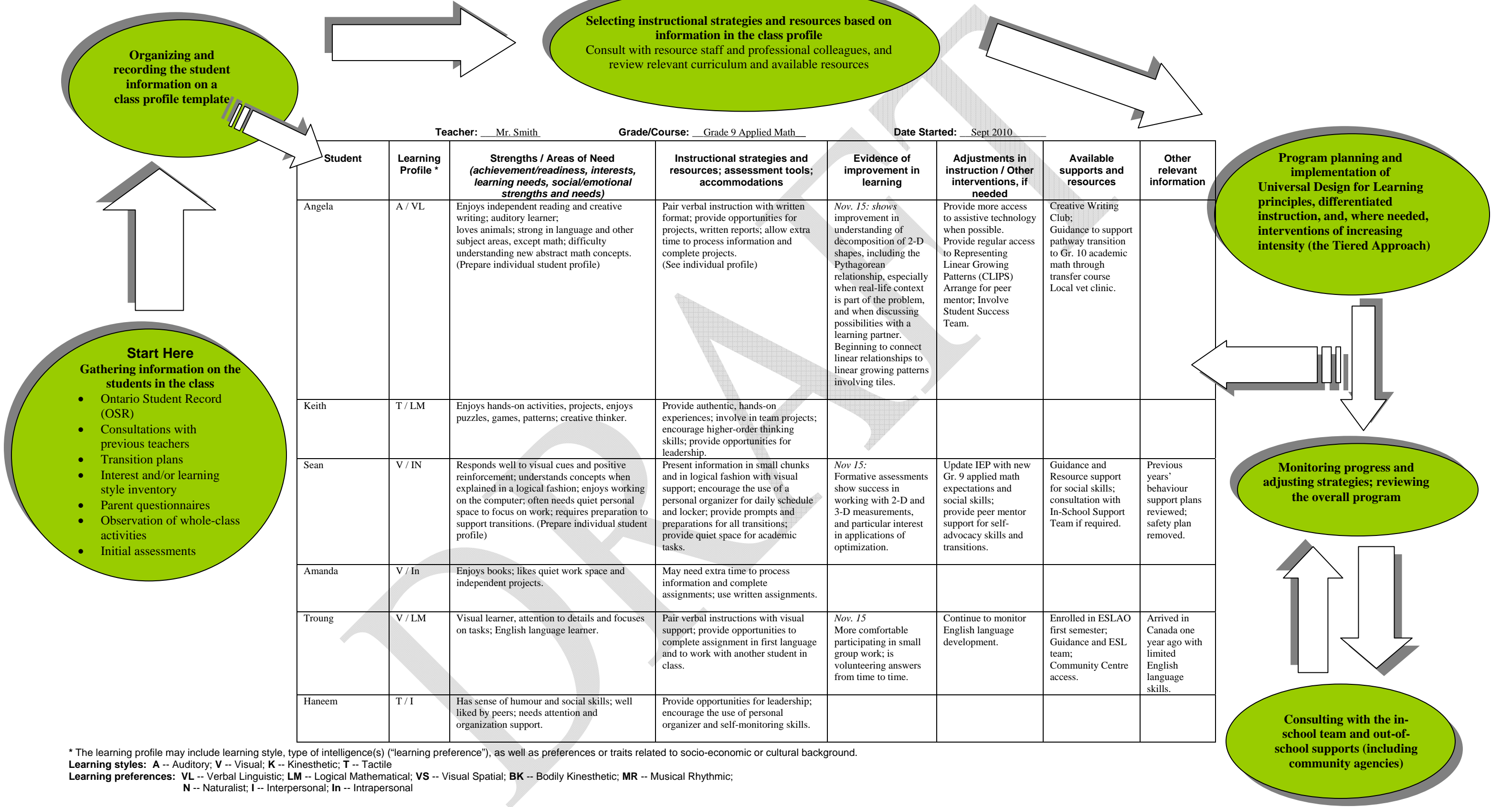


Sample Class Profile Secondary¹



Teacher: Mr. Smith Grade/Course: Grade 9 Applied Math Date Started: Sept 2010

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
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.	
Keith	T / LM	Enjoys hands-on activities, projects, enjoys 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 / IN	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	V / 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	Has sense of humour and 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.				

* The learning profile may include learning style, type of intelligence(s) ("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

¹ This sample class profile illustrates a work in progress. At any given time during the school year / term / semester, a classroom teacher may choose to focus on a student or a group of student and to collect information on specific curriculum areas and /or areas of focus.