

Sample Student Profile – Secondary

Name: Angela

Age: 14

Grade: 9 Applied Math

Number of Credits Accumulated: 0

School: Eternal Hope S.S.

Date: September 2010

Sources of Information

(Identify sources of information and assessments to be conducted. Check box and note date when a source has been reviewed or a new assessment completed.)

- Review of OSR, including previous report cards Sept 2010
- Consultation with parents Oct 2010
- Consultation with previous and current teachers Jun 2010
- Consultation with support team Nov 2010
- Classroom observation checklist Sept 2010
- Educational assessments (e.g., pretests related to particular curriculum expectations) Sept 2010

- Interest and/or learning style inventory Sept 2010
- Work samples, assignments, projects Nov 2010
- Portfolios Sept 2010
- Teacher-student conferences Oct 2010
- Peer and self assessments _____
- Other (specify) Grade 8 IEP

Findings from Information Sources and Assessments – Strengths and Areas of Need

Current achievement levels, learning skills/work habits and readiness to learn	Learning styles/preferences and needs, interests, social/emotional strengths and needs	Other relevant information
<p>A review of Angela's most recent Provincial Report Card indicates achievement at 85% or above in all Gr. 8 subject areas except math, in which she achieved at 60% and below. An initial assessment in Gr. 9 applied math indicates a weak foundation in number sense and numeration, which will affect her understanding of new concepts in number sense and algebra. There are also indications of weak skills in geometry and measurement, and in some mathematical processes (problem solving, reasoning, and proving).</p>	<ul style="list-style-type: none"> • auditory learner • verbal / linguistic • enjoys independent reading • enjoys reading fiction and creative writing • intrapersonal preference • hands-on, tactile learner • enjoys working with animals; volunteers at veterinary clinics in the community • accomplished pianist • needs a peer mentor / tutor in math • needs to have new concepts explained in a concrete way • needs to have math processes broken down into smaller steps 	<ul style="list-style-type: none"> • Had an IEP in Gr. 8 that outlined required accommodations (applying to work in math) • In order to access Gr. 10 academic math, will need MPM2D and will have to take a transfer course in summer 2011 • Needs to develop self-confidence and self-advocacy skills

Assessment and Instruction

Considerations for Instructional Strategies	Considerations for Assessments	Available Resources and Supports
<ul style="list-style-type: none"> • supplement oral instructions with written explanations • allow extra time to process new abstract concepts • use real-life examples, concrete materials, and hands-on activities • break down math processes into smaller chunks • provide access to assistive technology, if possible 	<ul style="list-style-type: none"> • share and clarify learning goals • provide timely and descriptive feedback • initiate self and peer assessment where appropriate • allow extra time for math assignments, projects, and exams • provide assistive technology, when possible • assign hands-on projects, and written and/or oral reports when possible 	<ul style="list-style-type: none"> • Student Success Team • local veterinarian clinic • peer mentor • writer's club in school • computer lab/assistive technology lab • resource room