

**Sample Student Profile – Elementary**

**Name:** Mark

**Age:** 5

**Grade:** Senior Kindergarten

**School:** Sunflower P.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.)*

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| <input type="checkbox"/> Review of OSR, including current and previous report cards <u>Sept. 11, 2010 (reviewed Early Development Instrument(EDI), assessment information, intake form, etc.)</u><br><input type="checkbox"/> Consultation with parents <u>Sept. 22, 2010</u><br><input type="checkbox"/> Consultation with previous and current teachers <u>Jun. 2010</u><br><input type="checkbox"/> Consultation with support team <u>Sept. 22, 2010 (Board ASD team)</u><br><input type="checkbox"/> Classroom observation checklist <u>Oct. 2, 2010</u><br><input type="checkbox"/> Educational assessments (e.g., pretests related to particular curriculum expectations) <u>Oct. 8, 2010</u> | <input type="checkbox"/> Interest and/or learning style inventory <u>Sept. 10, 2010</u><br><input type="checkbox"/> Work samples, assignments, projects _____<br><input type="checkbox"/> Portfolios _____<br><input type="checkbox"/> Teacher-student conferences _____<br><input type="checkbox"/> Peer and self assessments _____<br><input type="checkbox"/> Other (specify) _____ |
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**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
<ul style="list-style-type: none"> <li>• <i>average oral expressive language</i></li> <li>• <i>recognizes own name (is able to point to it) and knows that the first letter is "M"</i></li> <li>• <i>counts to 20 by rote</i></li> <li>• <i>recognizes most upper-case letters and some lower-case letters of the alphabet in isolation</i></li> <li>• <i>is able to follow simple pattern books</i></li> <li>• <i>is able to follow personalized pictorial schedule</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>a visual learner; responds well to pictorial schedules and visual prompts when making transitions</i></li> <li>• <i>enjoys counting, sorting, and sequencing</i></li> <li>• <i>enjoys working with puzzles</i></li> <li>• <i>responds well to consistent routines in the classroom; works well when learning materials and toys are arranged in an orderly fashion</i></li> <li>• <i>enjoys cartoons and drawing cartoon characters</i></li> <li>• <i>is sensitive to loud noise</i></li> <li>• <i>can easily become overwhelmed; loses focus</i></li> <li>• <i>often plays on his own</i></li> <li>• <i>benefits from positive reinforcement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>transition plan needs to be updated</i></li> </ul>

**Assessment and Instruction**

Considerations for Instructional Strategies	Considerations for Assessments	Available Resources and Supports
<ul style="list-style-type: none"> <li>• <i>provide frequent breaks and opportunities for movement</i></li> <li>• <i>break information and tasks into small chunks</i></li> <li>• <i>use individual pictorial schedule (transition from concrete pictorial to visual schedule)</i></li> <li>• <i>use visual prompts and provide preparation for transitions</i></li> <li>• <i>provide access to computer when possible</i></li> <li>• <i>use positive reinforcement</i></li> <li>• <i>use puzzles and games where applicable</i></li> <li>• <i>pair up with another student as a 'buddy'</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>share and clarify learning goals</i></li> <li>• <i>provide timely and descriptive feedback</i></li> <li>• <i>initiate self and peer assessment where appropriate</i></li> <li>• <i>provide a quiet space and extra time for task completion</i></li> <li>• <i>allow for frequent breaks</i></li> <li>• <i>use visual format</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>in-school support team</i></li> <li>• <i>special education resource teacher</i></li> <li>• <i>board ASD team / transition team</i></li> </ul>