# ALIGNED STANDARDS OF LEARNING
# STUDENT PROFILE

| STUDENT: | | |
|---|---|---|
| GRADE: | TEACHER: | |

## STUDENT STRENGTHS

### COMMUNICATION

**1) How does the student currently communicate information: such as requests, protests, understanding of directions, preference, etc.?**



**2) What are the top priorities for instruction related to communication?**



### ACADEMICS

**1) In what ways has the student been exposed to basic literacy and numeracy activities: such as listening to a book, identifying symbols, early counting skills, time telling, and money skills, etc.?**



**2) In what ways has previous instruction targeted early academic skills?**



**3) What are the student's current skills in reading and mathematics?**



**4) What are the student's preferences for materials, places, and people?**

| 5) Which ASOL were targeted for last years VAAP? Did the student pass? Does the student need to continue with the same ASOL or progress to more complex skills? |
|---|
| Reading ASOL:<br>Math ASOL:<br>Science ASOL:<br>History/Social Science ASOL: |

# STUDENT NEEDS

### SENSORY/MEDICAL

| 1) Does the student have any vision, hearing, motor, or other health impairments? |
|---|
| Vision: |
| Hearing: |
| Motor: |
| Health/medical factors that may impact instruction: |

| 2) Based on information from above, what are adaptations/modifications that might be needed for the student to access information for instruction? |
|---|
| |

### SUPPORTS

| 1) What types of environmental supports (lighting, seating, etc.) work well for this student? |
|---|
| |
| 2) What type of instructional supports/modifications work well for this student? |
| |
| 3) Does the student utilize or need any assistive technology (both low-tech and high-tech)? |
| |