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# Comprehensive Student Learner Profile

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| **Student Information** |
| **Name & Grade** |
| **Languages Spoken** |
| **Interests** |
| **Motivators/Incentives** |
| **Favorite School Subject(s) & Activities** |
| **Attendance**  |
| [**Accommodations**](https://ttaconline.org/Resource/JWHaEa5BS75cNeO9oxPz2g/Resource-accommodations-worksheets-vdoe-ttac-at-gmu) |

## Baseline Skills (Label with Color: Above, At Grade Level, Below)

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| --- | --- | --- | --- | --- | --- |
| **Date** | **Reading Decoding** | **Reading Fluency** | **Reading Comprehension** | **Writing** | **Mathematics**[VDOE Sample Mathematics Achievement Record](https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/mathematics/instructional-resources/k-3-mathematics-achievement-sample-records) |
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## Assessment Data

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| --- | --- | --- | --- | --- | --- |
| **SOL - Reading** |  | **SOL - Math** | **SOL Writing** | **Diagnostic Data** | **Other** |
|  |  |  |  |  |  |

## Students with Disabilities- Norm Referenced Assessment Data

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| --- | --- | --- | --- | --- |
| **Reading Decoding** | **Reading Fluency** | **Reading Comprehension** | **Mathematics Fluency** | **Mathematics Concepts and Applications** |
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| **Students with Disabilities** |
| **IEP Goals** |
| **IEP Goal Progress Monitoring Plan*** Stetson & Associates [Progress Monitoring Plan](https://stetsonassociates.com/resource-library/#para-ed-resourcesf)
* National Center on Intensive Interventions [Progress Monitoring Resources](https://intensiveintervention.org/data-based-individualization/progress-monitoring)
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## Mathematics iReady Data

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| --- | --- | --- |
| **Date** | **iReady Score** | **Level & Notes** |
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## PALS Reading Data

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| --- | --- | --- |
| **Date** | **Domain of Reading Score** | **Level & Notes** |
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## Behavior & Social-Emotional Skills (rate: Strength, Appropriate, Area of Growth)

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| --- | --- | --- | --- |
| **Skill** | **Strength** | **Appropriate** | **Area of Growth** |
| Positive relationships with teachers and adults |  |  |  |
| Listens in class (age appropriate) |  |  |  |
| Follows class expectations, rules, routines |  |  |  |
| Positive relationships with peers |  |  |  |
| Social and pragmatic language skills  |  |  |  |
| Manages emotions |  |  |  |
| Organization skills |  |  |  |
| On task behaviors (instruction, guided practice, independent work, free time) |  |  |  |

## Academic, Behavior, Social/Emotional Strengths & Areas of Growth

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| --- | --- |
| **Strengths** | **Areas of Growth** |
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## Learning Environment

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| --- | --- |
| [**Accommodations**](https://ttaconline.org/Resource/JWHaEa5BS75cNeO9oxPz2g/Resource-accommodations-worksheets-vdoe-ttac-at-gmu)**(Preferential seating,** [**visual schedules & supports**](https://afirm.fpg.unc.edu/visual-supports)**, organizers,** [**behavior progress monitoring tools**](https://charts.intensiveintervention.org/bprogressmonitoring?_ga=2.15349174.125779178.1677001487-1953921219.1674505306)**, etc.)** |  |
| **Sensory Issues** |  |
| **Flexible Grouping Considerations** |  |

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| **Relevant Family Information (**[**Family Communication Checklist)**](https://ttaconline.org/Resource/JWHaEa5BS765VYPRe04Bkg/Resource-family-communication-checklist-vdoe-ttac-at-gmu) |
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