

Student Learning Profile Checklist

Student _____ DOB _____ Teacher _____ Date _____

Attention	Always	Often	Sometimes	Rarely	Never
Mental Energy:					
Is focused and alert during whole group activities					
Initiates and completes work independently					
Demonstrates steady patterns of classroom behavior					
Processing:					
Can focus on low interest tasks					
Plans responses, anticipates outcomes					
Can discriminate between important and unimportant information					
Production:					
Selects best option before acting / starting task					
Works efficiently with appropriate speed					
Self-monitors and asks for help if necessary					

Language	Always	Often	Sometimes	Rarely	Never
Receptive:					
Demonstrates appropriate phonological awareness and sound/symbol relationship skills					
Understands word meanings, newly taught vocabulary					
Understands verbal information, questions, and verbal directions					

Expressive:	Always	Often	Sometimes	Rarely	Never
Retrieves appropriate words on demand					
Learns and uses new vocabulary and concepts when speaking and writing					
Expresses ideas in complete and grammatically-correct sentences					
Explains ideas clearly and retells events in an organized, sequential way					
Uses descriptive language to expand thoughts or answers with adequate details					

Memory	Always	Often	Sometimes	Rarely	Never
Short-Term:					
Quickly determines important information					
Paraphrases or summarizes newly presented information					
Follows directions without omitting key steps or information					
Active Working:					
Holds onto prior information while continuing to take in new information					
Remembers multiple steps while performing a task					
Holds onto the beginning of the story while reading the end					
Long-Term:					
Easily links and stores new information					
Learns how to follow multi-step rules and procedures					
Remembers facts, patterns, routines					

Neuromotor	Always	Often	Sometimes	Rarely	Never
Gross Motor:					
Coordinates large muscle movements					
Remembers how to engage in specific motor procedures or skills					
Fine Motor:					
Displays appropriate eye-hand coordination (ie. tying shoes, using scissors)					
Manipulates small objects appropriately					
Remembers how to do things with his/her hands					
Graphomotor:					
Writes letters and words with consistent formation and appropriate spacing					
Uses correct pencil grip and pressure					
Sustains handwriting tasks without stress					

Spatial Ordering	Always	Often	Sometimes	Rarely	Never
Can recognize and recall basic shapes / patterns					
Is able to copy and draw designs correctly					
Keeps belongings, supplies, resources available					

Temporal-Sequencing Ordering	Always	Often	Sometimes	Rarely	Never
Follows sequences of steps and routines					
Manages time efficiently					
Tells stories, performs tasks in logical, sequential order					

Social Cognition	Always	Often	Sometimes	Rarely	Never
Social Behaviors:					
Gets along well with peers in structured settings					
Gets along well with peers in unstructured settings					
Can resolve conflicts with peers					
Is sensitive to the needs / feelings of others					
Verbal Pragmatics:					
Accurately conveys feelings through language					
Can engage in the give and take of a conversation					
Is able to self-advocate					
Speaks appropriately depending on the situation					

Higher Order Cognition	Always	Often	Sometimes	Rarely	Never
Can make inferences and predictions					
Uses effective problem-solving strategies					
Shows an understanding of concepts					
Understands/generates appropriate humor					
Able to apply rules and principles					