

**Class Profile – Kindergarten**

| **Student Name** | **English Language Learner** | **Socioeconomic** **Status** | **Home Language** | **IEP** | **504 Plan** | **Reading Proficiency Level (Lexile)** | **Math Proficiency****Level** | **Other** | **Internet Available at Home** |
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| Alessandra | N/A | Low | English | No | No | 0-120 | Proficient | Needs constant reassurance. | No |
| Alia | N/A | Low | English | No | No | 150-190 | Partially proficient | None | No |
| Amelia | 3 | Mid | Spanish | No | No | 115-200 | Proficient | None | Yes |
| Antonio | 5 | Low | Spanish | No | No | 230-395 | Partially proficient | None | Yes |
| Arthur | 4 | Low | Spanish | No | Speech. Sees speech pathologist twice a week for 15 minutes each for phonics and phonation (producing the sounds). | 150-190 | Proficient | Knows letters/sounds but is having difficulty applying (phonics). | Yes |
| Emiliano | 2 | Med | Spanish | No | Speech. Sees speech pathologist daily for 15 minutes each for letter and sound relationship recognition (phonics). | 55-115 | Partially proficient | Does not know letters/sounds. | Yes |
| Evie | N/A | Med | English | No | ADHD. Difficulty with task completion and executive functioning. | 230-395 | Proficient | Difficulty maintaining peer relationships (sharing); difficulty with transition between activities, and following directions.  | Yes |
| Genie | 2 | Low | Spanish | No | Support for academics and social/emotional development. | 25-100 | Proficient | Born prematurely. Developmental milestones consistently behind peers. | Yes |
| Hannah | 4 | High | Spanish | No | No | 115-200 | Proficient | Wears glasses. | Yes |
| Iris | 2 | Med | Spanish | No | No | 55-115 | Proficient | None | Yes |
| Jace | N/A | Med  | English | No | No | 0-120 | Proficient | Did not attend preschool; was taught at home by Mom or Dad until kindergarten. | Yes |
| Jaiden | N/A | Low | English | Emotional disturbance (trauma). Struggles to build and maintain relationships with peers and teachers.  | No | 115-200 | Minimally proficient | Quiet and withdrawn and frustrates easily. | Yes |
| Jessica | N/A | High | English | LD. Auditory processing disorder. Difficulty with recognizing differences in sounds. Reads words incorrectly and without expression. | No | 55-115 | Proficient | Eager to please, needs reassurance. Requires assistive device for hearing. | Yes |
| Kyle | N/A | Low | English | No | No | Unknown | Unknown | New student. Has not yet been screened. Waiting for records from previous school. | Yes |
| Liam | N/A | High | English | No | No | 230-395 | Proficient | Difficulty sitting still during learning; watching for signs of ADHD and/or gifted. | Yes |
| Natalie | 2 | Low | Spanish | No | Support for social/emotional; specifically for behavioral outbursts. | 115-200 | Minimally proficient | Retention; for social/emotional concerns. | No |
| Nicolas | N/A | Mid | English | No | No | 150-190 | Partially proficient  | Quiet. Watching for signs of dyscalculia; tends to invert numbers. | Yes |
| Orion | 4 | Low | Spanish | No |  No | 150-190 | Proficient | None | Yes |
| Sarah | N/A | Low | English | No | No | 0-120 | Partially proficient | Very quiet; Lacks motivation. Did not attend preschool. Has little academic foundation. | No |
| Sebastian | N/A | Mid | English | No | No | 110-190 | Proficient | Eager to please and hard-working. | Yes |
| Shirah | N/A | High | English | No | No | 25-100 | Proficient | Did not attend preschool. Home life was not stable; Mom was just awarded full custody from Dad. Dad is no longer involved. | Yes |
| Sofia | 2 | Low | Spanish | No | No | 25-100 | Partially proficient | Tends to daydream and get off task. Struggles with social cues. | Yes |
| Tiffany  | N/A | Low | English | No | No | 230-395 | Minimally proficient | Quiet, will avoid work. Placing on list for gifted testing. | No |
| Valeria | N/A | Low | English | No | Speech. Sees speech pathologists four times a week, 15 minutes each (phonemic awareness and letter blend sounds). | 0-120 | Proficient | Struggles with letter sounds (phonemic awareness). | No |

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| **ELL Levels** | **Scored as:** |
| 1 | Pre-emergent |
| 2 | Emergent |
| 3 | Basic |
| 4 | Intermediate |
| 5 | Proficient |

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| **Grade** | **Reader Measures; Lexile** |
| 1 | 120L – 295L |
| 2 | 170L – 545L |
| 3 | 415L – 760L |
| 4 | 635L – 950L |
| 5 | 770L – 1080L |
| 6 | 855L – 1165L  |
| 7 | 925L – 1235L |
| 8 | 985L – 1295L  |
| 9 | 1040L – 1350L |
| 10 | 1085L – 1400L |
| 11/12 | 1130L – 1440L |

**Special Education Key Terms**

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| **Acronym/Identification** | **Details** | **Category** |
| 504 Plan | Plan for students with mental or physical impairments that presents limitations, including learning, but not significant enough to qualify for an IEP. Includes accommodations. |  |
| ADHD | Attention deficit hyperactivity disorder. Difficulty with focus, attention to detail, task completion, restless, impulsive. | OHI, 504 Plan, or IEP based on severity of influence on academics. |
| APD | Auditory processing disorder. Difficulty recognizing sounds. | 504 Plan or IEP based on severity of influence on academics. |
| ASD | Autism spectrum disorder. Developmental disorder often including difficulty with social interactions and communication and sometimes learning. | IEP |
| Deaf-Blindness | Hearing and visual impairments concurrently affecting communication and learning. | IEP |
| Deafness | Requires use of assistive technologies. | 504 Plan or IEP based on severity of influence on academics. |
| Depression | Can be considered emotional disturbance based on severity.  | 504 Plan |
| Dyscalculia | Difficulty understanding numbers and math facts. | LD, IEP |
| Dysgraphia | Difficulty with handwriting and fine motor skills. | LD, IEP |
| Dyslexia | Difficulty with reading and language. Affects fluency, comprehension, decoding, writing, and spelling. | LD, IEP |
| Dyspraxia | Difficulty with muscle control and coordination. | 504 Plan or IEP based on severity of influence on academics. |
| ED | Emotional disturbance. Includes anxiety, depression, ODD, bipolar, OCD, eating disorders, psychotic disorders. | 504 Plan or IEP based on severity of influence on academics. |
| Executive Functioning | Difficulty organizing and managing tasks, time management, and remembering details. | 504 Plan |
| Hearing Impairment | May require use of assistive technology or hearing device. Difficulty with taking notes, following discussions, or following directions due to impaired hearing. | 504 Plan or IEP based on severity of influence on academics. |
| IEP | Individualized Education Program. Includes modifications. Legal document that provides support and services to students to make academic progress. |  |
| Intellectual Disability | Presents significant limitations on learning and adaptive behavior.  | IEP |
| Language Processing Disorder | Difficulty associating a meaning with sounds. | LD, IEP |
| LD | Learning disorder | LD, IEP |
| Memory | Difficulty with storing and retrieving information. | 504 Plan or IEP based on severity of influence on academics. |
| Multiple Disabilities | Simultaneous disabilities that impair physical movement and/or learning. Such as having an intellectual disability and orthopedic impairment. | IEP |
| Non-Verbal Learning Disabilities | Often presents as high verbal skills and lower motor and visual/spatial and social skills (e.g., social cues). | LD, IEP |
| OCD | Obsessive compulsive disorder: Repetitive behaviors, over-thinking, anxiety. | 504 Plan or IEP based on severity of influence on academics. |
| ODD | Oppositional defiant disorder. Negative thinking, defiant of others’ requests, refuses to follow directions, aggressive. | 504 Plan |
| OHI | Other health impairment. Chronic or acute health problems that do not fall under any IDEA category that impairs the physical and/or learning environment (e.g., asthma, epilepsy, diabetes, Tourette syndrome, lead poisoning, leukemia, rheumatic fever, sickle cell anemia, hemophilia, ADHD, heart conditions).  | IEP |
| Orthopedic Impairment | A physical impairment that affects the educational performance (e.g., birth defects, bone tuberculosis, cerebral palsy, amputations). | 504 Plan or IEP based on severity of influence on academics. |
| Speech/Language | Difficulty with articulation possibly due to a skeletal, muscular, or neuro-muscular impairment. Difficulty with syntax, semantics, pragmatics, phonics, morphemes. | OHI or LD based on severity of influence on academics. |
| Traumatic Brain Injury | Acquired injury to the brain that significantly affects functionality including memory, cognition, sensory processing, physical functions, speech, abstract thinking. | IEP |
| Visual Motor | Difficulty processing what is seen and the ability to copy such as taking notes. | LD, IEP (often seen with dysgraphia or non-verbal learning disabilities). |