



STUDENT PROFILE

Language and Literacy





A **Student Language and Literacy Profile** is a way for you to **introduce your child** to new teachers, related service providers, administrators, and others with whom they will come into contact. By completing the **Student Language and Literacy Profile** every year, you can provide information about your child's literacy strengths, challenges, and successes. The **Student Language and Literacy Profile** will help everyone see the positive traits that he/she brings to school and where he/she needs help. Of course, you cannot list everything about your child so pick the items you think are most important. **If your child is able, have him/her complete the form with you.** You can also **attach a picture** to personalize the profile! You can change/adapt the blank form to meet your needs.

Student Profile - Language and Literacy SAMPLE



Who is Jack?

- Jack is 8 years old.
- He is an only child.
- His favorite color is orange.
- He loves dancing.
- His favorite food is hot dogs.

What does Jack like to do?

- Jack loves to learn about different cultures and inventors.
- Jack likes to discuss books read aloud to him with others.
- Jack likes to be outdoors.
- Jack enjoys collecting shells.
- He likes to ride his scooter.
- He likes to use his imagination to build things.

What does Jack dislike?

- Jack does not like to clean his room, but he will do it when asked.
- He does not like to read out loud in class.

- He does not like to be in places that are too noisy.
- Jack does not like it when he must sit and do the same thing for too long.
- Jack does not like being pulled out of class for intervention.

What are some of Jack's language and literacy strengths?

- He can remember ideas in a story that is read aloud to him.
- He uses what he knows to understand what is said and is not said in a story. For example, he can use the information in a story about trees to answer questions about trees. He can also pair what he knows about nature with the information in the story to learn more about trees.
- He understands the meanings of many words.

What are some of Jack's language and literacy challenges?

- He has trouble identifying individual sounds in spoken words. For example, the sounds /g/ /r/ /ee/ /t/ in the word "greet".
- He has trouble sounding out unknown words.
- He has trouble spelling words correctly.

What language and literacy supports, or accommodations does Jack need?

- Jack needs *explicit* and *systematic* reading instruction during regular classroom reading instruction.
- Jack needs additional instruction outside of regular classroom time that targets his ability to recognize and spell individual words.
- Jack needs lots of opportunities to practice his reading and writing skills with teacher feedback.
- Jack learns reading best in a small group and needs support if learning in a large group.

What are Jack's successes?

- Jack excels in Social Studies and easily recalls facts about people and places.
- Jack led the neighborhood kids on a nature walk to told them about the local birds and trees.
- Jack built a kite out of recycled items.
- Jack likes to help people and is quick to offer a hand.
- Jack works very hard and wants to be successful in school.

What are Jack's dreams?

- Jack wants to be an inventor when he grows up.
- Jack wants to be able to read like his classmates who don't have dyslexia.
- Jack wants to travel to different countries.
- Jack wants to join the track and field team in high school.
- Jack wants to volunteer in our community.

What are some additional things that others should know about Jack?

Jack is a bright child who is curious about the world around him. He is sensitive and empathic. Maintaining peer friendships and making new ones are important to Jack, especially since he is around adults at home. He is a critical thinker and enjoys talking about ideas in fiction and non-fiction books with others.

However, he says he gets anxious if asked to read aloud in class and often gets quiet afterward. Jack says he gets distracted before it is time for him to receive his reading *intervention* because he does not want his classmates to notice. He is aware of peers looking at him as though he is different, and this upsets him. Jack likes to write, particularly about how to do or make something as well as to show what he has learned. However, his difficulty with spelling frustrates him and can slow down the process.

What are some key language and literacy goals for Jack this year?

The worksheet is a place where you can also jot down some of the **language and literacy areas** in which you would like your child to progress during the school year. Note that these are not the proper format for IEP goals. **On the actual IEP you will want to be sure that the goals and objectives are SMART—Specific, Measurable, Attainable, Results Oriented and Time-limited.** See PEATC Fact Sheet on *Measurable Goals*.

Reading

- Increase his word recognition skills
- Increase his ability to read *fluently* instead of word by word

Writing

- Improve his ability to spell irregular words correctly
- Improve his ability to spell words with common word endings correctly (e.g., -ed, -ing)

**PLACE
PHOTO
HERE**

Name: _____

DOB: _____

Address: _____

Phone: _____

Email: _____

Student Profile - Language and Literacy



WHO IS

? (INCLUDE INFORMATION DESCRIBING THE INFORMATION)

WHAT DOES

LIKE TO DO? (INCLUDE LIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

WHAT DOES

DISLIKE? (INCLUDE DISLIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

WHAT ARE

'S LANGUAGE AND LITERACY STRENGTHS?

WHAT ARE SOME OF

'S LANGUAGE AND LITERACY CHALLENGES?

**WHAT LANGUAGE AND LITERACY SUPPORTS AND ACCOMMODATIONS DOES
(LIST SUPPORTS THAT WILL HELP YOUR CHILD ACHIEVE HIS/HER POTENTIAL)**

NEED?

WHAT LANGUAGE AND LITERAC

NEED?

WHAT ARE

DISLIKE? (INCLUDE LIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

WHAT DOES

DISLIKE? (INCLUDE LIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

WHAT DOES

DISLIKE? (INCLUDE LIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

WHAT DOES

DISLIKE? (INCLUDE LIKES AT SCHOOL, HOME, AND IN THE COMMUNITY)

RESOURCES

[The National Center on Improving Literacy](#)

[PEATC](#)

[Center for Parent Information and Resources](#)



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800-869-6782 (toll free) | 703-923-0010 | 800-693-3514 (fax)

403 Holiday Court, Suite 104, Warrenton, VA 20186

WWW.PEATC.ORG

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