

STUDENT PROFILE



Joseph Hunter

M F

Date of Birth: 6/14/2010

Place of Birth: Columbus, Ohio

Authority of Birth: Birth Certificate

Date Entered School 8/14/2015

Address: 1001 Arbury Rd.

Phone: 614-888-4444

Birthdates of Siblings: 1 sister (born 7/28/2015)

Lives with:	<input checked="" type="checkbox"/> Both Parents	<input type="checkbox"/> Mother	<input type="checkbox"/> Father	Other (identify):
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EMERGENCY CONTACTS

Name: Shelly Hunter

Name: Mary Hunter

Relationship: Grandmother

Relationship: Aunt

Emergency Phone: 614-222-0000

Emergency Phone: 614-444-0000

Address: 2222 Twin Oaks Dr.

Address: 2000 Sharon St.

COMMENTS: Both parents attended open house and each stops by to ask about how Ethan is doing when one of them picks him up after school.

Family History

Father's Name: Frank Hunter

Father's Address: 1001 Arbury Rd.

Father's Home Phone: 614-888-4444

Father's Work Phone: 614-000-1000

Father's Occupation: Physician

Father's Education High School: Attended Graduated:

College: Attended Graduated

Highest Degree Earned: MD

Mother's Name: Theresa Hunter

Mother's Address:	1001 Arbury Rd.	
Mother's Home Phone	614-888-4444	Mother's Work Phone: NA
Mother's Occupation		
Mother's Education	High School: <input type="checkbox"/> Attended <input checked="" type="checkbox"/> Graduated	
	College: <input type="checkbox"/> Attended <input checked="" type="checkbox"/> Graduated:	
	Highest Degree Earned: B.S. in Education	
Comments: Mother is a stay-at-home mother.		

STUDENT HEALTH RECORD									
Immunizations									
	Date	Date	Date	Date		Date	Date	Date	Date
*DtaP/DPT	2/2015				HEP-B	5/2015			
*DT/Td	3/2015				HIB	6/2015			
*Polio/IPV	5/2015				Varicella	6/2015			
*MMR	5/2015				Other	6/2015			
Hep A	5/2015								
*Required Immunizations					TB-Type	Date: 6/15			
						Results: Negative			
HEALTH HISTORY									
Birth Complications: Some heart irregularity					Screenings				
Surgical: None						Date	Grade	Results	
					Hearing	9/15	k	Abnormal	
Medical: Asthma					Vision	9/15	k	Normal	
Childhood Diseases: None Noted					Balance	9/15	k	Normal	
					Colorblind	9/15	k	Normal	
					Scoliosis	9/15	k	Normal	
Comments: Poor response to low pitch sounds. Letter sent to parents recommending follow-up testing with audiologist. Slight speech impediment with "r" related phonemes. Recommendations for speech therapist analysis.									

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
Print Awareness Skills	

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
3	Understands that print is distinct from other media
3	Realizes that print is produced by people
3	Spontaneously recognizes examples of environmental print
3	Approximates the writing process by forming printed characters on a page
3	Engages in mock reading
3	Participates in extension activities related to a story
Book Handling Skills	
3	Holds book right side up while browsing
3	Begins at the front of a book and turns pages in order to the end
3	Moves finger from left to right during mock reading
3	Identifies cover, title page, back cover
3	Distinguishes between author and illustrator
3	Turns pages at a signal while listening to recordings of stories
Structural and Word Analysis	
3	Understands the concept of sound
3	Understands the concept of word
3	Understands the concept of letter
3	Recites from memory rhymes, finger plays, songs
3	Participates in choral reading
3	Recognizes some print conventions (question mark, period)
Correctly identifies the following letters in print: All upper and lower case letters in multiple formats.	
Correctly associates the following English phonemes with the letter(s) that most frequently represent the phoneme in print: He has a large sight vocabulary and is able to identify most initial sounds in words but typically does not try to sound out an unfamiliar word.	
Demonstrates understanding of the following concepts:	
1	Rhyme
1	Onset and rime
1	Syllables
Shows evidence of using the following cuing systems in the decoding process	
2	Visual (Graphophonics)
2	Meaning (Semantics-picture and context cues)
0	Word Structure (Morphological cues)
0	Syntax (Sentence structure)
Comprehension Skills	

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
3	Predicts details of a story using context clues (pictures)
2	Asks questions when meaning is unclear
1	Spontaneously re-reads to clarify meaning
2	Applies word attack strategies when encountering unfamiliar words
1	Evaluates truth and internal consistency of what is read
3	Responds appropriately to questions requiring recall of explicit detail
2	Responds appropriately to questions requiring inference
1	Responds appropriately to questions requiring evaluation and judgment
1	Understands literary elements of character and setting
2	Identifies significant details/incidents of a story
Application Skills	
3	Voluntarily engages in sustained browsing and/or reading for pleasure and to learn
3	Reads/browses a variety of genre
3	Engages in creative and functional writing experience
3	Contributes to discussions about content and evaluation of printed materials
<p>Notes: Joseph's reading is slow and "choppy" when reading unfamiliar text. He reads more smoothly after several readings of a book. High distractibility when reading challenging texts. Needs constant reminder to stay focused.</p>	

Checklist of Oral Language Skills

3-Consistently 2-Occasionally 1-Rarely 0-Not at this time

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
3	The child enjoys listening to stories being read aloud.	
3	After listening to a story read-aloud, the child can tell what the story is about.	
3	After listening to a story read-aloud, the child can retell the story in sequence.	
3	After listening to a story read-aloud, the child can participate in a discussion about	Joseph is always willing to participate in any discussion.

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
	the book and recall details from the book to support his/her comments.	
3	After listening to a story read-aloud, the child can make a judgment about the contribution of the book to his/her personal life and/or understanding of the world.	He always has a story to tell but sometimes it is off the subject.
3	The child can summarize information listened to.	
3	The child listens to others during conversations and can paraphrase what was said.	He is often distracted and "fidgets."
2	The child listens to others without interruption during conversations and discussions.	He often interrupts others and adds his own comments.
3	The child can follow oral directions involving multiple steps.	
3	The child will ask the meaning of unknown words heard during a listening experience.	
3	The child listens and responds or questions a speaker.	
3	The child listens to oral presentations and demonstrates understanding.	
3	The child uses new vocabulary acquired through listening experiences.	
ORAL LANGUAGE SKILLS		
3	The child likes to make up and tell original stories that are understandable and coherent.	He is an avid storyteller.
3	The child uses book language when retelling a story.	
3	The child uses fluent and clear verbal language to make personal requests.	
3	The child uses fluent and clear verbal language to give directions.	
3	The child fluently and clearly relates information to others.	
3	Then child uses fluent and clear verbal language to question and/or acquire information from others.	
3	The child uses fluent and clear verbal language in responding to others.	

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
3	The child enjoys playing word games.	
1	The child uses appropriate language in dramatic play.	He doesn't engage in much dramatic play with peers.
3	The child correctly uses new words acquired from listening and reading experiences.	
2	The child enjoys poems and rhymes that are nonsensical and/or realistic.	He prefers expository texts.
3	The child easily engages in conversation and/or discussions with peers and adults.	
2	The child articulates sounds correctly so that listeners understand what he/she is saying.	Does not pronounce "r" and "l" phonemes with clarity.
2	The child articulates syllables correctly so that listeners understand what he/she is saying.	
3	The child articulates words correctly so that listeners understand what he/she is saying.	
3	The child shows an interest in learning about the meanings and structure of words.	
2	The child uses correct morphological aspects of language in oral speech.	
2	The child uses correct syntax in oral speech.	
3	The child spontaneously uses a dictionary to look-up unknown words.	
2	The child understands figurative language and idioms.	
1	The child adapts his/her language to accommodate listener needs.	He sighs and walks away when others don't understand him.
3	The child accepts dialect and usage differences from others without criticism.	