

STUDENT PROFILE



Student Name: Olivia King

M F

Date of Birth: 11/22/2010

Place of Birth: Columbus, Ohio

Authority of Birth: Birth Certificate

Date Entered School 8/14/2015

Address: 1582 Westminister Blvd., Columbus, Ohio.

Phone: 614-881-1678

Birthdates of Siblings: Jenna (11/19/2000); Jamie (5/28/2001); Rochelle (4/1/2004) Jenna (11/192009); Jamie (5/28/2014)

Lives with: Both Parents Mother Father Other (identify):

EMERGENCY CONTACTS

Name: Sara King

Name: Clara King

Relationship: Grandmother

Relationship: Aunt

Emergency Phone: 740-000-1111

Emergency Phone: 614-888-0303

Address: 1582 Westminister Blvd, Columbus, Ohio

Address: 82 Wetmore Road, Columbus, Ohio

COMMENTS: Father does not have permission to pick Olivia up from school.

Family History

Father's Name:	George Davis		
Father's Address:	Unknown		
Father's Home Phone:	Unknown	Father's Work Phone: Unknown	
Father's Occupation:	Construction		
Father's Education	High School: <input checked="" type="checkbox"/> Attended <input type="checkbox"/> Graduated:		
	College: <input type="checkbox"/> Attended <input type="checkbox"/> Graduated		
	Highest Degree Earned: No degree		

Mother's Name:	Liza King		
Mother's Address:	1582 Westminister Blvd., Columbus, Ohio		
Mother's Home Phone	123-445-6789	Mother's Work Phone: 614-222-3333	
Mother's Occupation	Waitress		
Mother's Education	High School: <input type="checkbox"/> Attended <input checked="" type="checkbox"/> Graduated:		
	College: <input type="checkbox"/> Attended <input type="checkbox"/> Graduated		
	Highest Degree Earned: GED		
Comments:			

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: Normal Delivery					Screenings				
Surgical: Eye surgery for "wondering left eye"						Date	Grade	Results	
					Hearing	9/15	k	Normal	
Medical: No major health issues; broke her arm in 2014 from fall.					Vision	9/15	k	Abnormal	
					Childhood Diseases: Chicken Pox 2013				
Colorblind	9/15	k	Normal						
Scoliosis	9/15	k	Normal						
Comments: Eye chart test and visible squinting, indicate the need for glasses for reading. Follow-up letter sent to mother on 9/15.									

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
Print Awareness Skills	
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: She has a large sight vocabulary and is able to identify most initial sounds in words with the exception of some digraphs (ck, ch)	
Demonstrates understanding of the following concepts:	
3	Rhyme
1	Onset and rime
1	Syllables
Shows evidence of using the following cuing systems in the decoding process	
3	Visual (Graphophonics)
2	Meaning (Semantics-picture and context cues)
0	Word Structure (Morphological cues)
0	Syntax (Sentence structure)

Language Skills Checklist	
3-Consistently 2-Occasionally 1-Rarely 0-Not at this time	
Score	Date Tested: 10/10/2015
Comprehension Skills	
3	Predicts details of a story using context clues (pictures)
2	Asks questions when meaning is unclear
3	Spontaneously re-reads to clarify meaning
3	Applies word attack strategies when encountering unfamiliar words
2	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
2	Responds appropriately to questions requiring evaluation and judgment
2	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
2	Engages in creative and functional writing experience
2	Contributes to discussions about content and evaluation of printed materials
Notes: Olivia is an avid reader. She chooses to read independently whenever there is an opportunity to choose any activity. She responds to direct questioning but rarely volunteers on her own.	

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.	
2	After listening to a story read-aloud, the child can retell the story in sequence.	At times she retells the story from end to beginning.

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
2	After listening to a story read-aloud, the child can participate in a discussion about the book and recall details from the book to support his/her comments.	She can describe details about characters better than she can specifics about the plot.
2	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.	She is better at answering explicit questions.
3	The child can summarize information listened to.	
2	The child listens to others during conversations and can paraphrase what was said.	When she is not distracted.
3	The child listens to others without interruption during conversations and discussions.	
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		
1	The child likes to make up and tell original stories that are understandable and coherent.	She often tells a story that she has read rather than create a story.
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.	
2	The child fluently and clearly relates information to others.	When prompted to respond, but does not engage in spontaneous conversation.

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
2	The child uses fluent and clear verbal language to question and/or acquire information from others.	She rarely seeks information from anyone but the teacher but is fluent in conversing with the teacher.
2	The child uses fluent and clear verbal language in responding to others.	Responds in short, choppy sentences with peers.
3	The child enjoys playing word games.	
1	The child uses appropriate language in dramatic play.	She 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.	She prefers narratives.
1	The child easily engages in conversation and/or discussions with peers and adults.	She is reserved with everyone.
2	The child articulates sounds correctly so that listeners understand what he/she is saying.	She has a slight accent and speaks softly.
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.	She is always eager to participate in word study activities.
2	The child uses correct morphological aspects of language in oral speech.	Some inflectional endings are immature.
2	The child uses correct syntax in oral speech.	
3	The child spontaneously uses a dictionary to look-up unknown words.	
1	The child understands figurative language and idioms.	She is more literal in her thinking.
1	The child adapts his/her language to accommodate listener needs.	She sometimes "shuts down" if someone can't

Assessment Date: 10/10/2015		
SCORE	CRITERIA	COMMENTS
LISTENING SKILLS		
		understand her or hear her soft voice.
3	The child accepts dialect and usage differences from others without criticism.	She is never critical of others and always tries to understand them.