

**Class Learning Profile**

**Model Template**

**Grade:** 3      **Teacher:** Mrs. G.      **Subject:** Science      **Standard:** 6.23—Plants lifecycle  
**Goal:** *Research and present information on a flower.*

<b>Network</b>	<b>Students—Strengths</b>	<b>Students—Weaknesses</b>	<b>Students—Preferences/Interests</b>
<b>Recognition</b> (Learning “what”)	<i>Elizabeth</i> —Thorough knowledge of flowers (annuals) <i>Jorge</i> —Extensive vocabulary	<i>Kevin</i> —Low vision <i>Brian</i> —Limited English proficiency <i>Kiwa</i> —Difficulty discerning key concepts when reading or listening	
<b>Strategy</b> (Learning “how”)	<i>Bill</i> —Computer wiz; familiar with electronic encyclopedia and the Web <i>Marina</i> —Very good at oral presentations <i>Jake</i> —Talented at drawing	<i>Brian</i> —Difficulty with organization when doing a project or paper <i>Sarita</i> —Poor writing mechanics—spelling, proofreading, handwriting <i>Phillip</i> —Fine motor difficulties	
<b>Affect</b> (Learning “why”)	<i>Mandy</i> —Very confident, strong self-esteem <i>Phillip</i> —Extremely persistent through challenges <i>James</i> —Leadership/works well in collaborative groups	<i>Brian</i> —Easily discouraged, afraid to take risks <i>Kiwa</i> —Looses focus and dreams or distracts other kids <i>Helen</i> —Personal concerns, often distracted	<i>Elizabeth</i> —Loves gardening, horses <i>Bill</i> —Loves computer graphics, the Web, any new software program <i>Jake</i> —Prefers hands-on activities <i>Brian</i> —Thrives with a lot of structure <i>Jorge</i> —Plays saxophone very well

## Examples of Student Qualities

### Recognition Strengths

Excellent observer  
Extraordinary spatial ability  
Excellent interpretation graphs/charts  
Acute sensitivity to nuance/tone  
Perfect pitch  
Extensive musical background  
Excellent at deriving key points from spoken/written language  
Extensive vocabulary  
Extensive content knowledge (list)

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Knowledge of multiple languages  
Advanced reading abilities  
word recognition  
word decoding  
text structures/story grammar  
author style  
skimming

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Facility with hypertext (e.g., Web links, navigation through electronic documents)

Skill with rhymes, phonemic awareness, language play

### Recognition Weaknesses

Low vision  
Blindness  
Poor visual/spatial understanding  
Color blindness  
Hearing impairment  
Deafness  
Difficulty processing and deriving meaning from spoken language  
Limited vocabulary  
Limited content knowledge (list)

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Limited English proficiency  
Difficulty with reading:  
word recognition  
word decoding  
text structures/story grammar  
author style  
fluency

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Difficulty/confusion with hypertext

Tendency to literal interpretation  
Difficulty finding important information

### **Strategic Strengths**

Drawing/artistic talent  
Talented athlete  
Skilled with 3-dimensional design  
Talented singer/musician  
Excellent at computer graphics  
Excellent dancer  
Outstanding speaker/presenter  
Outstanding written expression skills:  
    poetry  
    narrative  
    expository writing  
    journal  
    dialogue/drama  
    songs

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Outstanding concentration/attention  
Highly organized  
Highly flexible, adaptable  
Facility with constructing (building, assembling, fixing, designing)  
Strong problem analysis/solving skills  
Strong at summarizing, paraphrasing  
Strong at composing (art, dance, multimedia, visual)

### **Strategic Weaknesses**

Fine motor difficulties  
Gross motor coordination problems  
Hand-eye coordination problems  
Poor handwriting  
Poor spelling  
Speech impairment  
Difficulty with oral presentations  
Written expression problems:  
    selecting/narrowing topic  
    planning  
    organization  
    proofreading  
    addressing audience

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Restless/fidgety  
Poor self-monitoring  
Trouble completing work  
Over-focused, difficulty with transitions

Poor organization  
Difficulty seeking relevant info  
Poor memory for spoken information  
Poor memory for written info  
Difficulty taking good notes  
Trouble finding key concepts  
Trouble prioritizing

**Affective Strengths**

Persistent  
Optimistic  
Highly confident  
Outstanding leadership skills  
High energy  
Deep subject interests  
Very independent worker  
Deeply caring and considerate  
Excellent collaborator  
Seeker of challenge  
Focused

Good at offering and making use of  
constructive feedback

Good collaborator

**Affective Weaknesses**

Discouraged  
Overconfident  
Low expectation of success  
Difficulty working in groups  
Difficulty working in pairs  
Fearful  
Withdrawn  
Domineering  
Problems outside of school  
Gives up easily  
Difficulty with independent  
work

Tendency to clown  
around/disruptive

“Turned off” to studying

**Preferences/Interests**

Structured tasks  
Open-ended tasks  
Hands-on activities  
Video games  
Work with graphics/images  
Singing  
Drama  
Art  
Collaborative work  
Individual work  
Content interests:

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Activity interests:

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Need to be active  
Computer multimedia

**Class Learning Profile**

**Blank Template**

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**Goal:**

<b>Network</b>	<b>Students— Strengths</b>	<b>Students— Weaknesses</b>	<b>Students— Preferences/Interests</b>
<b>Recognition</b> (Learning “what”)			
<b>Strategy</b> (Learning “how”)			
<b>Affect</b> (Learning “why”)			