

# Student Profiles

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Here is what you need to create your profiles:

- level of knowledge in the subject area you teach or in the unit you selected (whether they struggle or find the subject easy; for reading, if they are at or below grade level)
- language proficiency and competency (whether they have a first language other than English or if they have a learning difficulty, like dyslexia, dysgraphia, or dyscalculia)
- describe their motivation to learn (do you need to bribe them to learn or generally eager to learn? are they apathetic, don't want to learn or hate school?)
- describe one habit of mind the student finds difficult and one that the student finds easy (see habits of mind table in page 23 of the Manitoba pdf book)

## Yasmin G.

Yasmin G. is performing at grade level in mathematics, exhibiting a solid understanding of the subject. [1] She is considered Limited English Proficient (LEP); her first language is Spanish, but she demonstrates strong proficiency in English and has no identified learning difficulties. [2] Yasmin is highly motivated and eager to learn, often tackling challenging math problems with diligence and actively seeking verification from her teacher. [3] In terms of habits of mind, she finds it easy to persist, strive for accuracy, and remain open to continuous learning. Yasmin engages effectively in group settings, listening attentively and providing support to her classmates, which fosters a collaborative learning environment. [4]

## Leila C.

Leila C. is slightly below grade level in mathematics but is approaching proficiency. [1] Her first language is English, and she has no identified learning difficulties. [2] Leila seems to care about her grades, although she is not particularly enthusiastic about learning math itself. [3] Regarding habits of mind, she does not always strive for accuracy, but she finds it easy to pose questions to her teacher, which aids her understanding and engagement in the subject. [4]

## Juan S.

Juan S. is performing at grade level in mathematics, demonstrating a solid understanding of the subject. [1] His first language is Spanish, and he has no identified learning difficulties. [2] Juan is very eager to learn, showing enthusiasm for developing his skills in math. [3] In terms

of habits of mind, he finds it easy to remain open to continuous learning, while persisting through challenges may not be his strongest suit. [4]

## **Jody R.**

Jody R. is performing at grade level in mathematics, demonstrating a solid understanding of the subject. [1] She is considered Limited English Proficient (LEP) but has no other identified learning difficulties. [2] Jody is eager to learn, showing a strong interest in improving her math skills. [3] In terms of habits of mind, she strives for accuracy, which she finds easy, but she does not often exhibit persistence when faced with challenges. [4]

## **Elina R.**

Elina R. is approaching grade level in mathematics, indicating she is making progress but still has some areas to improve. [1] Her first language is English, and she has no identified learning difficulties. [2] Elina seems a bit indifferent towards learning, although she cares about her grades and completes her work. [3] In terms of habits of mind, she finds questioning and posing questions difficult, but she is able to persist when faced with challenges. [4]

## **Leroy L.**

Leroy L. is approaching grade level in mathematics, indicating that he is making progress but still has areas for improvement. [1] His first language is English, and he has no identified learning difficulties. [2] Leroy is eager to work for his grade, although it is unclear if this reflects a broader eagerness to learn the material itself. [3] In terms of habits of mind, he strives for accuracy in his work, but he sometimes struggles with managing impulsivity. [4]

## **Matthew Gonzales**

Matthew G. is performing at grade level in mathematics, demonstrating a strong understanding of the subject. [1] His first language is English, and he has no identified learning difficulties. [2] Matthew seems eager to learn, showing a positive attitude towards improving his math skills. [3] In terms of habits of mind, he takes responsible risks, which he finds easy, but he struggles with questioning and posing questions to deepen his understanding. [4]

## **Juan R.**

Juan R. is performing at grade level in mathematics, demonstrating a solid understanding of the subject. [1] His first language is Spanish, and he is classified as Limited English Proficient (LEP) and an Emergent Bilingual. [2] Juan is eager to learn, displaying a strong motivation to

improve his skills in mathematics. [3] In terms of habits of mind, he strives for accuracy, which he finds easy, but he may find it difficult to gather data through all of the senses due to the language barrier. [4]

## **Luke Ryan C.**

Luke C. is performing at grade level in mathematics, demonstrating a solid understanding of the subject. [1] His first language is English, and he has a diagnosis of dyslexia under Section 504, which is recognized as a learning disability. [2] Luke is very motivated to learn, showing enthusiasm and a strong desire to improve his math skills. [3] In terms of habits of mind, he strives for accuracy, which he finds easy, but he may struggle with thinking flexibly. [4]

## **Adrian V.**

Adrian Vallejo is slightly below grade level in mathematics, indicating he is close to reaching proficiency. [1] He is in Special Education and has a diagnosis of dyslexia. [2] Adrian is eager to learn, showing enthusiasm and a desire to improve his math skills. [3] In terms of habits of mind, he responds with wonderment and awe, demonstrating an easy engagement with new ideas, but he may struggle with taking responsible risks. [4]