Student Name:	
Teacher:	
Grade:	
DOB:	
Fall	Spring

Dream · Learn · Grow
Bloorview
SCHOOL AUTHORITY

LEARNING PROFILE CONTINUUM
"Individual children develop at a unique pace"

Developmental Domain	Kindergarten				Grade 1
	EARLY ENGAGING	EXPLORING	BUIDLING	INTEGRATING	CONSOLIDATING
ATTENTION	Lacks focus on and attention to activities and others	Focuses on own activity and cuts self off from everything else, may begin to shift attention	Has to stop what they are doing to shift attention to adult's choice of activity	Is developing increased attention span and focus	Has a well developed attention span and focus
PROCESSING	Requires high degree of animation and intonation to respond	Processes simple information slowly Understands cause and effect	Needs significant time for processing	Needs extra time for processing	Processes readily
SOCIAL SKILLS	Engages with animated adults	Has emerging social skills and awareness of peers	Initiates interactions with peers	Engages and sustains interactions with peers	Establishes relationships with peers independently
PLAY SKILLS	Needs play to be facilitated	Imitates household activities, functional play	Plays at a symbolic stage, true pretend play evident	Engages in narrative play	Generates imaginative play
SELF-REGULATION (Credit to: https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf)	Requires external support to regulate	Requires external support to regulate	Adjusts behavior to achieve goals	Recognizes a growing array of feelings in self and others	Adapts behaviour to different contexts within the school environment
MOTIVATION	Responds inconsistently to direct feedback	Responds to direct feedback	Exhibits some self-motivation with frequent prompts	Is self-motivated with occasional prompts	Is self-motivated and initiates learning
MUSIC/RHYME	Responds to music	Responds to and enjoys music and rhymes	Engages with music and rhymes	Recognizes and joins in with familiar music and rhymes	Sings lyrics and generates rhymes
RECEPTIVE LANGUAGE	Follows simple, familiar directives occasionally when accompanied by gestures such as pointing, etc	Has some receptive vocabulary, follows single step routine commands without gesture	Is developing receptive language and follows two-step commands	Follows directions and answers "wh" questions	Has age-appropriate receptive language skills
COMMUNICATION	Requires an adult to interpret signals and shape behaviour	Uses single words and pointing	Has reliable communication skills using phrases both verbally and beginning on device too	Has good basic communication skills and talks in sentences	Has effective communication skills
EARLY LITERACY	Focuses on large and bright pictures in a book	Responds to being read to	Is beginning to be aware of environmental print	Has some print/sound/symbol association	Uses print/sound/symbol association
KNOWLEDGE BUILDING	Relates only to simple personalized content	Relates to relevant personalized content and makes some choices	Relates to content based on personal experiences	Starts to generalize learning to new situations	Generalizes learning across many situations
INDEPENDENT LITERACY	Chews and pats book	Points to and labels pictures independently	Is beginning to understand concepts about print	Is beginning to learn to read and write	Reads and writes with increasing competence
MATCHING & SORTING SKILLS (Credit to Douglas Clement https://www.learningtrajectories.org/)	Has no apparent matching and sorting skills	Matches familiar concrete objects	Is developing matching skills with symbols	Is starting to use symbol system	Uses symbol system independently for new learning
NUMERACY SKILLS (Credit to Douglas Clement https://www.learningtrajectories.org/)	Pre-counting	Reciter of numbers	Counts to 10 with emerging correspondence	Counting and producing numbers and math symbols meaningfully	Counting, representing and manipulating higher numbers in a meaningful way