Summary of Student Assessment Data Worksheet

Student Name: Mina **(Comments are in BOLD)**

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| SPAG | Student Profile | Study Habits Checklist |
| Strong performance on lab portion of test (83%–100%)  Difficulty with application of knowledge   * Pathophysiology based (30%–50%) * Scientific Field of Knowledge (52.5%)   ***This suggests the use of memorization as a study strategy.***  Passing grade on Assessment-type questions (64%)  Failing grade on Intervention-type questions (41%)  Beginning foundation in Communication Field of Knowledge (58%)  Passing grade on simpler-level questions of Bloom’s Taxonomy (69% and 67%)  Failing grade on Apply-level questions (46%)  Passing grade on first half of test (60%)  Poor performance on second half of test (48%) | Language   * First language Dari * Second language Russian * Continues to struggle with English * Unable to converse with clients in French   ***Although Mina struggles with English, she is fluent in two languages and is learning two more, which demonstrates a capacity for learning.***  Proficiency in Sciences   * Schooling disrupted at age 8 due to war * Completed high school leaving certificate in Quebec in 18 months   ***We could see that Mina had limited exposure to all subjects, especially the Sciences. We thought her difficulties with language and science were the direct result of life circumstances and not the lack of ability.***  Use of College Resources   * Seeing counsellor for trauma due to war * No other exposure to college resources   Student-identified factors   * Language skills * Unable to finish test   ***Mina is an adult learner who has surmounted many challenges in her young life.*** | Score: 117/160  In Class  Sometimes takes additional notes when teacher is talking  *Mina said it was difficult to listen and take notes at the same time*  Studying  Rarely/never uses different strategies for recording information  ***Due to Mina’s unusual educational history, we thought she had limited exposure to different methods of recording information.***  Rarely/never seeks help by reviewing the material with a friend, study buddy, study group or peer tutor  ***We thought Mina’s personal experience of fending for herself and her limited language skills made it difficult for her to seek help.***  Taking exams  Sometimes when I don’t know the answer I move on to the next question  *Mina stated that she took so much time on some of the questions that she couldn’t finish the test. Mina likes to answer the questions in order and does not want to move on until she answers each question.* |
| Identifying Your Learning Style | Completed Test Booklet |
| Our goal is to increase Mina’s use of strategies compatible with her predominant learning styles  Visual  Find or make diagrams, sketches, concept maps, timelines that correspond to ideas in class material  *Mina stated that she is not interested in using diagrams, sketches, or concept maps but is interested in timelines*  Color coding and highlighting main ideas  Verbal  Work in groups  *Mina stated that she has no friends close enough to join a study group*  Sequential  Build on past learning/learn by analogy  *Mina stated that she is too busy learning new material to review previous course work*  Ask teacher to fill in skipped steps:  *Mina is reluctant to ask teachers for help due to limited fluency in English* | Mina did not finish the test  Marks lost for answers not clearly written  Not all answers linked to the case |