Student Progress Report 05-01-13 to 05-30-13 — **Longley Plage**

Student:	**Longley Plage**
Student ID:	**6666666**
Grade:	**6**
School:	**Addams Elementary, Long Beach Unified**
School#:	**6015119**
Homeroom Teacher:	**Mrs Sandy Shore**
Provider Contact:	**Cory Coordinator Tel: 1-866-327-0035 Email: coord@tutoringprovider.com**
Tutoring Location:	**Addams Elementary**
Program hours:	**20:00**
Start Date:	**04-03-13**
End Date:	**05-31-13**
Subject:	**MA**

Service Date	Tutor	Hours	Location
2013-05-01	Lorri Beach	1:00	Addams Elementary
Comment: progress notes here			
2013-05-03	Lorri Beach	1:00	Addams Elementary
Comment: progress notes here			
2013-05-06	Lorri Beach	1:00	Addams Elementary
Comment: progress notes here			
2013-05-08	Lorri Beach	1:00	Addams Elementary
Comment: progress notes here etc			
2013-05-10	Lorri Beach	1:00	Addams Elementary
2013-05-13	Lorri Beach	1:00	Addams Elementary
2013-05-15	Lorri Beach	1:00	Addams Elementary
2013-05-17	Lorri Beach	1:00	Addams Elementary

TOTAL: 8:00

Test Results:

Date	Test	Score	GE	Area
04-01-13	Achieve Pre Test	5/36 (14%)	3.7	
Notes: Math				
05-30-13	Achieve Post Test	26/36 (72%)	6.6	
Notes: MATH				

Student Learning Plan Goals

CA.MG. Measurement and Geometry: By the end of 20:00 hours the student will demonstrate 25% or greater increased mastery with targeted Measurement and Geometry benchmarks as measured by performance assessment and portfolio work sample.

CA.NS. Number Sense: By the end of 20:00 hours the student will demonstrate 25% or greater increased mastery with targeted Number Sense benchmarks as measured by performance assessment and portfolio work sample.

CA.SDAP. Statistics, Data Analysis, and Probability: By the end of 20:00 hours the student will demonstrate 25% or greater increased mastery with targeted Statistics, Data Analysis, and Probability benchmarks as measured by performance assessment and portfolio work sample.

Objective for CA.MG. Measurement and Geometry

Instructional Focus: Mathematics (Measurement and Geometry)
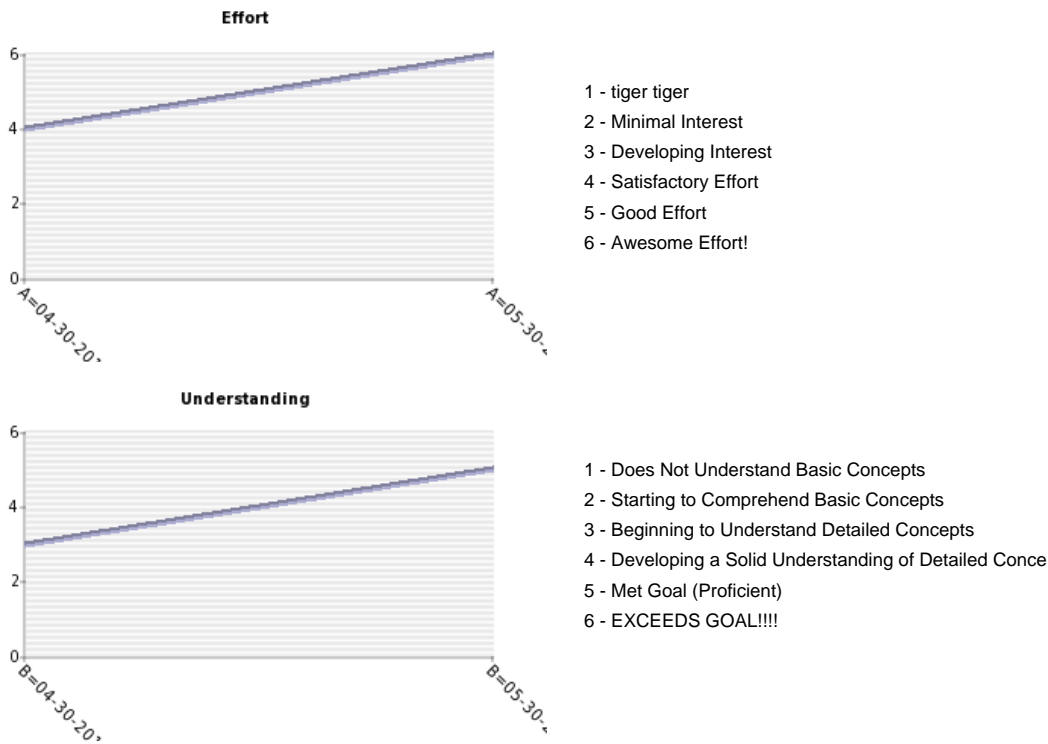**Progress Monitoring and Assessment Methods**
Work Samples, Tutor Observations, Student Portfolio.
Standards
1) Understand the concept of a constant such as pi; know the formulas for the circumference and area of a circle. (1.1.)
2) Know and use the formulas for the volume of triangular prisms and cylinders (area of base x height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid. (1.3.)
3) Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms. (2.1.)

Effort	Awesome Effort!
Understanding	Met Goal (Proficient)
Evidence	Punctual
Next Steps	Introduce New Concepts

Comments	ALL GOALS MET.

Effort

1 - tiger tiger
2 - Minimal Interest
3 - Developing Interest
4 - Satisfactory Effort
5 - Good Effort
6 - Awesome Effort!

Understanding

1 - Does Not Understand Basic Concepts
2 - Starting to Comprehend Basic Concepts
3 - Beginning to Understand Detailed Concepts
4 - Developing a Solid Understanding of Detailed Conce
5 - Met Goal (Proficient)
6 - EXCEEDS GOAL!!!!

Objective for CA.NS. Number Sense

Instructional Focus: Mathematics (Number Sense)
Progress Monitoring and Assessment Methods
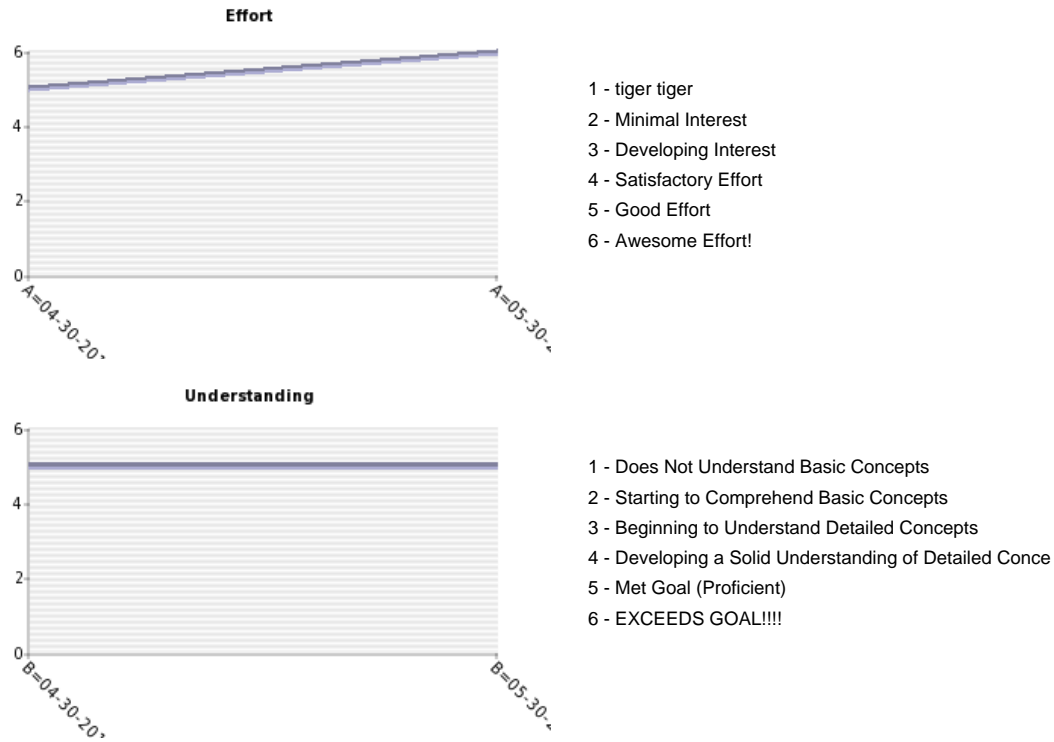Work Samples, Tutor Observations, Student Portfolio.
Standards
1) Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line. (1.1.)
2) Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips. (1.4.)
3) Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation. (2.1.)

Effort	Awesome Effort!
Understanding	Met Goal (Proficient)
Evidence	Punctual
Next Steps	Introduce New Concepts

Comments	ALL GOALS MET.

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Objective for CA.SDAP. Statistics, Data Analysis, and Probability

Instructional Focus: Mathematics (Statistics, Data Analysis, and Probability)

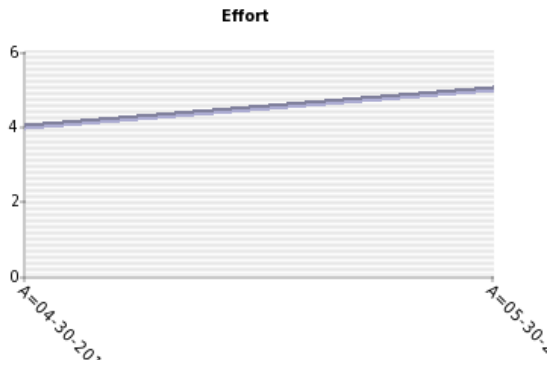**Progress Monitoring and Assessment Methods**
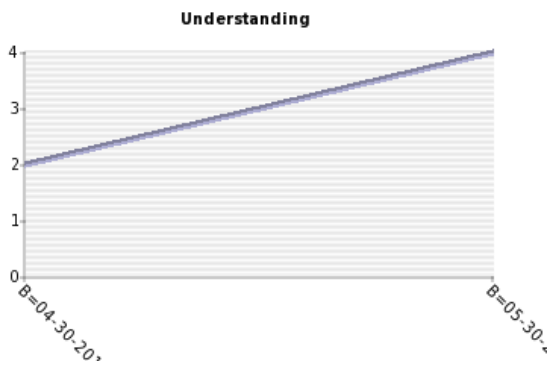Work Samples, Tutor Observations, Student Portfolio.

Standards
1) Understand how additional data added to data sets may affect these computations of measures of central tendency. (1.2.)
2) Know why a specific measure of central tendency (mean, median, mode) provides the most useful information in a given context. (1.4.)
3) Compare different samples of a population with the data from the entire population and identify a situation in which it makes sense to use a sample. (2.1.)

Effort	Good Effort
Understanding	Developing a Solid Understanding of Detailed Conce
Evidence	Punctual
Next Steps	Focus on Details

Comments	Longley will need more work on statistics to become proficient. Did not meet subskill 2.1 of CA SDAP.

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Tutor Suggestions: Ways to Support Learning at Home/School
Longley did great all program and has really improved as test results show. Will need continued work on statistics if possible.
Parent/Guardian Comments

Tutor's Signature / Date	Parent's Signature / Date
By signing I attest that the information on this page is correct and verifiable	

Reviewed by Company Representative:_____