

**Student Progress Report 05-02-16 to 05-11-16****Lilly Umtali**

Student: **Lilly Umtali**  
 Student ID: **1254785475282**  
 Grade: **1**  
 School: **JFK Elementary, Excel Tutoring Center**  
 School#: **JFK-7854**  
 Homeroom Teacher: **Math - Mr Brown, English - Ms Willcox**  
 Provider Contact: **Graham Dobson Tel: 239-524-5878 Email: academicmanager@oasesonline.com**  
 Tutoring Location: **Central Library**  
 Program hours: **10:00**  
 Start Date: **05-02-16**  
 End Date: **06-01-16**  
 Subject: **LA,MA**

Service Date	Tutor	Hours	Location
2016-05-02	Audrey Addams	1:00	Central Library
	Comment: We started to work with the Picnic Adventure text and worked on phonics.		
2016-05-04	Graham Dobson	1:00	Central Library
	Comment: Today we did the basics and worked on numbers. Lilly tried very hard and progressed well.		
2016-05-09	Graham Dobson	1:00	Central Library
	Comment: Lilly did well today with counting and adding.		
2016-05-11	Audrey Addams	1:00	Central Library
	Comment: Lilly read aloud from the text Picnic Adventure and sounded out longer words and described the plot in her own words.		

TOTAL: 4:00

## Test Results:

Date	Test	Score	GE	Area
05-23-16	Achieve Pre Test - MA	15/36 (42%)	K.1	
	Notes: Math			
05-23-16	Achieve Pre Test - LA	21/44 (48%)	K.4	
	Notes: Language Arts			

## Student Learning Plan Goals

**CC.1.OA.Operations and Algebraic Thinking:** By the end of service the student will demonstrate 25% or greater increased mastery with targeted Operations and Algebraic Thinking benchmarks as measured by performance assessment and portfolio work sample and post test.

**CC.2.NBT.Number and Operations in Base Ten:** By the end of service the student will demonstrate 25% or greater increased mastery with targeted Number and Operations in Base Ten benchmarks as measured by performance assessment and portfolio work sample and post test.

**CC.RI.1.Reading Standards for Informational Text:** By the end of service the student will demonstrate 25% or greater increased mastery with targeted Reading Standards for Informational Text benchmarks as measured by performance assessment and portfolio work sample and post test.

## Objective for CC.1.OA.Operations and Algebraic Thinking

**Instructional Focus:** Mathematics (Operations and Algebraic Thinking)

**Progress Monitoring and Assessment Methods**

Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.

#### Standards

- 1) Apply properties of operations as strategies to add and subtract. Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.) (1.OA.3.)
- 2) Understand subtraction as an unknown-addend problem. For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8. (1.OA.4.)
- 3) Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ . (1.OA.7.)
- 4) Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. (1.G.3.)

Effort	Good Effort
Understanding	Starting to Comprehend Basic Concepts
Punctuality	Punctual
Next Steps	Continue to Develop Basic Concepts

Comments Lilly is embracing her math tutoring and enjoys working with the numbers. She is starting to see the joy in moving numbers around. Tutor - Graham Dobson.

Objective for CC.2.NBT.Number and Operations in Base Ten

**Instructional Focus:** Mathematics (Number and Operations in Base Ten)

#### Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.

#### Standards

- 1) Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes. (1.G.1.)
- 2) Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. (1.G.2.)
- 3) Add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6.)

Effort	Good Effort
Understanding	Starting to Comprehend Basic Concepts
Punctuality	Punctual
Next Steps	Continue to Develop Basic Concepts

Objective for CC.RI.1.Reading Standards for Informational Text

**Instructional Focus:** Language Arts (Reading Standards for Informational Text)

#### Progress Monitoring and Assessment Methods

Work Samples, Tutor Observations, Student Portfolio. Pre and post test comparisons.

#### Standards

- 1) Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RI.1.2.)
- 2) Ask and answer questions about key details in a text. (RI.1.1.)
- 3) Identify the main topic and retell key details of a text. (RI.1.2.)
- 4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4.)
- 5) Identify the reasons an author gives to support points in a text. (RI.1.8.)

#### Non Specific Standard

Lilly will be working with the text - Picnic Adventure - throughout her tutoring. Progress reports are to be copied to her school English Teacher per request of Lilly's mother.

Your Logo Here

**Your Company Name Here**

411 Walnut Street  
Green Cove Springs, FL 32043

Effort	Great
Understanding	Beginning to Understand Detailed Concepts
Punctuality	Punctual
Next Steps	Focus on Details

Comments Lilly is a joy to work with and wants to learn. Her confidence in reading aloud has grown and her understanding of plot and purpose increases each time we meet. Tutor - Audrey Addams.

**Tutor Suggestions: Ways to Support Learning at Home/School**

Please continue to stimulate Lilly with math questions at home such as when shopping etc.

**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: \_\_\_\_\_