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# Excel Tutoring in Schools

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## PROGRESS REPORT

Brian Angelinni

Date **03-01-22 to 03-31-22**  
Student **Brian Angelinni**  
Student ID **10604886**  
Grade **4**  
Tutor **Nick Chapman**  
School **JFK Elementary, Clay County Supplemental Education**  
Homeroom Teacher  
Provider Contact **Margaret Barker Tel: 919 555 5555 Email: kt1@oasesonline.com**

Service Date	Hours	Tutor	Location
2022-03-01	Nick Chapman	1:00	JFK Elementary
<b>Associated Schedule:</b> 1382 <b>Subject:</b> Language Arts: [Elementary] <b>Items worked on today:</b> Adjectives <b>Worksheet number/s today:</b> LA.ADJ.478 <b>Next session we will work on:</b> Adjectives in sentences			
2022-03-08	Nick Chapman	1:00	JFK Elementary
<b>Associated Schedule:</b> 1382 <b>Subject:</b> Language Arts: [Elementary] <b>Items worked on today:</b> Adjectives in sentences. <b>Worksheet number/s today:</b> LA.ADJ.477 <b>Next session we will work on:</b> Adverbs			
2022-03-15	Nick Chapman	1:00	JFK Elementary

**Associated Schedule:** 1382    **Subject:** Language Arts: [Elementary]

**Items worked on today:** Adverbs

**Worksheet number/s today:** LA.ADV.858

**Next session we will work on:** Adjectives & Adverbs in sentences.

2022-03-22

Nick Chapman

1:00

JFK Elementary

**Associated Schedule:** 1382    **Subject:** Language Arts: [Elementary]

**Items worked on today:** Adjectives & Adverbs in sentences.

**Worksheet number/s today:** Creative writing.

**Next session we will work on:** Story structure.

2022-03-29

Nick Chapman

1:00

JFK Elementary

**Associated Schedule:** 1382    **Subject:** Language Arts: [Elementary]

**Items worked on today:** Story composition.

**Worksheet number/s today:** Story idea cards.

**Next session we will work on:** Review.

TOTAL 5:00

## Test Results

Date	Test	Score	GE	Area
03-01-22	Achieve Pre Test - LAMA	19/80 (24%)	2.2	

## Student Learning Plan Goals

**CC.L.4.Language Standards** By the end of service the student will demonstrate 25% or greater increased mastery with targeted Language Standards benchmarks as measured by performance assessment and portfolio work sample. Magenta edit: DISTRICT HOURS

**CC.RI.4.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. Magenta edit: DISTRICT HOURS

## Objective for CC.L.4.Language Standards

**Instructional Focus** Language Arts (Language Standards)

**Standards**

- 1) Choose words and phrases to convey ideas precisely. (L.4.3(a))
- 2) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4(a))
- 3) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4(c))
- 4) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (L.4.5(a))
- 5) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5(c))

Effort	<b>Outstanding</b>
Understanding	<b>Beginning (Emergent)</b>
Evidence	<b>Work Sample, Observation</b>
Next Steps	<b>Continue to Develop</b>

Brian is doing great with his reading and understanding of text.

**Objective for CC.RI.4.Reading Standards for Informational Text**

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

**Standards**

- 1) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (RI.4.3.)
- 2) Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RI.4.6.)
- 3) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1.)
- 4) Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8.)
- 5) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.4.10.)

**Non Specific Standard** Brian and his tutor will choose a book from the reading list to work with during sessions.

Effort	<b>Outstanding</b>
Understanding	<b>Working On (Developing)</b>
Evidence	<b>Work Sample, Observation</b>
Next Steps	<b>New Concept</b>

Brian has understood all work in this area and is enjoying finding information in reference texts.

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

Brian has worked so hard during March and he is really proud of his achievements and gains. Please continue to read at home as we move to new texts in class.

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

Reviewed by Company Representative\_\_\_\_\_