

THINK-NTH SCHOOL PARTNERSHIPS

Sample Student Progress Report

An example of the kind of documented learning progress a school partnership can receive.



SAMPLE ONLY - Student A | Algebra II | 6-week intervention

Personalized Mathematics. Proven Progress.

Managed mathematics instruction | Middle school through college | Online worldwide

This is an illustrative sample with fictional data. It is not a claim about a real Think-Nth student or school engagement.

Program snapshot

Field	Sample
Student	Student A (de-identified)
Course	Algebra II
Program	1:1 targeted intervention
Period	6 weeks
Planned sessions	12 × 60 minutes
Sessions completed	11
Attendance	91.7%
Primary goals	Factoring, quadratic functions, graph interpretation, independent problem setup

Baseline to current status

Skill	Baseline	Current	Evidence / note
Factoring quadratics	Developing	Secure	Completes standard factoring independently; occasional sign check needed.
x-intercepts & zeros	Developing	Secure	Connects factors to roots and checks solutions.
Graph interpretation	Emerging	Developing	Improved identification of

Skill	Baseline	Current	Evidence / note
			vertex/intercepts; needs more work on transformations.
Selecting a method	Emerging	Developing	Less dependent on prompts; still hesitates when multiple methods are available.
Mathematical explanation	Developing	Developing+	Explains steps more clearly when asked to justify why a method works.

Engagement & learning behaviors

Indicator	Observation
Participation	Consistently attempts problems before asking for the answer.
Persistence	Improved willingness to retry after an incorrect first attempt.
Preparation	Usually has class notes/assignment available; one session delayed by missing materials.
Independent practice	Completes assigned practice inconsistently; this remains the biggest non-instructional limiter.
Communication	Asks more specific questions and identifies the step that caused confusion.

Topics addressed

- Factoring trinomials and special products
- Zero-product property and roots
- Connecting equations, factors, and graphs
- Vertex and intercept interpretation
- Choosing between factoring, completing the square, and quadratic formula
- Mixed problem sets requiring method selection

Current priorities

1. Strengthen transformations and graph interpretation.
2. Increase independent mixed-method practice.
3. Build a consistent error-checking routine for signs and arithmetic.
4. Coordinate next two weeks of tutoring with the school's upcoming unit assessment.

Recommended next step

Continue for 4 additional sessions focused on graph transformations and mixed quadratic problem selection, then reassess against the school's upcoming unit assessment and student work.

School-facing note

Think-Nth reports observed learning progress and implementation evidence. We do not guarantee a particular grade or score, and we distinguish tutoring observations from the school's formal assessment decisions.