

SAMPLE STUDENT

Mathematics Diagnostic Results
February 24, 2021



TUTOR
CORPS

REASON FOR TESTING

Student was assessed to determine her current academic strengths and areas for further growth in her math skills.

TESTS AND PROCEDURES ADMINISTERED

- Tutor Corps math diagnostic (aligned with CCSS/Bay Area independent school guidelines)

ADMINISTERED BY

Jennifer Wright, Tutor Corps tutor (holds a math teaching credential)

SUMMARY

Student's mother, Christine, has noted that Student has never loved math and that she needs further support with her math fluency skills. Mom noted that, at times, she counts using her fingers instead of calculating mentally or on paper. Her parents have tried various supports in the past, but feel it is important that she really connects with a math tutor who can exercise patience and

skillfully support her in building upon her current math skills, ensuring a firm grasp of the fundamentals. In my time with Student so far (she's completed an initial math diagnostic with me), it is my opinion that she is approaching grade level understanding and that she is not too far off from where her skills should currently be in math. She completed approximately 30 questions assessing her math skills in our hour-long assessment together. Moving forward, individual tutoring support will be beneficial in helping her to grow her confidence (and hopefully, therefore, her interest) in learning math and also cement her foundational skills so that she's set up for success when she gets to middle school and beyond.

Assessment	Strengths	Areas for Growth	Next Steps/Recommendations
Math Diagnostic Assessment (completed approximately 30 questions assessing her math skills)	<ul style="list-style-type: none"> ● Word problems (she has strong reading comprehension) ● Great at talking through math/explaining her process and why--quickly conceptualizes each problem ● Knows all of her multiplication tables (says she learned through song) ● Basic operations (adding, subtracting, multiplying, dividing) ● Rounding & estimation 	<ul style="list-style-type: none"> ● Working with decimals; adding and subtracting them when written out horizontally ● Place values--getting there but needs refreshing ● Makes some minor mistakes, but is quick to catch and adjust when prompted ● Increasing overall math fluency ● At times, she missed a small part of a problem and therefore made small mistakes 	<ul style="list-style-type: none"> ● When she breaks down a problem verbally/out loud to another person (like a teacher, tutor, or parent), she is better able to solve the problem; she should continue to use this tool (talking it out aloud) as helpful, even if she isn't speaking to another person/even if it feels silly! Alternatively, she can write down her steps on paper to ensure she's capturing all of the information in order to solve correctly. ● Utilizing 1:1 support to have another person (tutor,

	<ul style="list-style-type: none"> ● Overall, Student is well on her way to developing her math skills and confidence! 	<ul style="list-style-type: none"> ● Fractions, percents, decimals--She can write numbers such as three hundred and twenty-four as a number, but when it got more complicated, like eight hundred eighteen thousand eighty, she would miss a zero. She was unsure of place values, especially after the decimal (but she did admit that it was due to the fact that she was out of practice/didn't have much exposure to it). 	<p>teacher, parent) help notice where she “trips” in her problem solving to support her in being able to start noticing these small errors on her own.</p> <ul style="list-style-type: none"> ● To further her development in rounding, I would add in rounding for this. <i>How could we round 670 and 832 to the hundreds place to get the same answer?</i> ● For place values, index cards/flash cards to quiz her on this would be helpful. ● For written descriptions to numbers, I would recommend having more practice in place values and figuring out when the zeroes go where.
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