

How to Read Your Student's Progress Report

Nolan A. Ferreira · Tier B Learning Lab · Fall/Winter term — September 7, 2027 through January 20, 2028

A PROGRESS REPORT IS A MEASUREMENT RECORD, NOT A GRADE AND NOT AN EVALUATION

Every number in the report describes tasks this student did in this room on dated days. None of it identifies a disability, decides eligibility for anything at school, or predicts a grade.

REPORTING PERIOD Sessions 13 through 24 — October 19 to December 2, 2027	SESSIONS IN THE PERIOD 12 scheduled · 11 attended · 1 cancelled with notice · 1 makeup used
INSTRUCTOR Theresa Okonjo (all 11 sessions) · makeup delivered by Ben Iverson	MEASURES IN THIS REPORT 4 goals, 6 fluency probes, 4 mastery checks, 3 rubric scores
REPORT SCHEDULE Report 1 issued 10/19/2027 · Report 2 issued 12/07/2027 · Report 3 due 01/25/2028	NEXT DATA CUT-OFF Thursday, January 20, 2028 — the final session of the term
GUIDE EDITION HLL-PRG-GUIDE-7, revised September 2027	QUESTIONS Portal message, one business day · front desk 555-0143

1. THE SIX PANELS, IN THE ORDER THEY APPEAR

PANEL	WHAT IT SHOWS	WHERE THE NUMBER COMES FROM	READ IT TOGETHER WITH
1 — Header and attendance	Sessions scheduled, attended, cancelled, made up, and started on time for this reporting period	Front desk check-in, using the codes in the service agreement	The invoice for the same months
2 — Goals and status	Each goal with its baseline, target, current value, and a status word	The measure named in the goal, taken on its own schedule	Panel 3, because a status word means nothing without the data behind it
3 — Growth graph	Every computation-fluency probe in the term plotted against the aim line	The weekly 2-minute probe, scored as digits correct	The noise band described in Section 3 of this guide
4 — Unit mastery and error types	Mastery-check percentages for the units taught, and the error tally behind them	The 10-item check at the end of each 3-session unit, and instructor marking	The instructor's comment, which explains what changed in teaching
5 — Independent practice	Completion percentage, minutes logged, and the recurring stuck points	The homework log, read at the start of each session	Panel 3, because completion and probe movement usually travel together
6 — Instructor comment and next period	What was taught, what changed, and what the next period will target	The instructor, from the session notes	Nothing — read it last, and bring your questions to the conference

Read the report in panel order once, then read panel 3 and panel 5 side by side. Completion and probe movement are the two numbers that most often explain each other.

2. EVERY MEASURE, DEFINED

MEASURE	DEFINITION	COLLECTED	SCALE	ORDINARY MOVEMENT	WHAT IT DOES NOT MEAN
Computation fluency — DCPM	Digits correct in a 2-minute integer-operations probe	Every Thursday session	0–60	±3 digits between adjacent sessions is ordinary	That the student does or does not understand integers
Concepts and applications	Points on an 8-minute multi-skill probe	Every third Thursday session	0–30	±2 points	Readiness for a particular classroom test
Unit mastery check	Percent correct on 10 items written for the three sessions just taught	Last session of each unit	0–100%	±10 points, because it is only 10 items	Retention a month later
Error-type tally	Counts by category across all scored work in the period	Continuous	Counts	Counts rise when more work is attempted	Why an error happened — that is the comment's job
Written-response rubric	Claim, evidence, explanation, conventions, each 0–4	Every other Tuesday session	0.0–4.0	±0.5 on a single response	A predicted grade on a school assignment
Practice completion	Logged days ÷ assigned days	Read each session	0–100%	One missed week moves a term figure by about 8 points	Whether the practice was done well
Support level	IND independent · CUE verbal cue · WE worked example · CO co-solved	Once per session	Four levels	Moves with task difficulty, not only with skill	Effort or motivation

Curriculum-based measures are short on purpose. They are designed to be repeated often enough that the slope of many points becomes meaningful, which also means any single point carries real measurement error.

3. THE GROWTH GRAPH, AND HOW NOT TO OVER-READ IT

SESSION	DATE	DCPM	MASTERY CHECK	PRACTICE COMPLETION	CODE	NOTE
Baseline	Tue 09/07/2027	18	—	—	ATT	Baseline assessment session
2	Thu 09/09/2027	19	—	38%	ATT	First full week of assigned practice
4	Thu 09/16/2027	17	60%	50%	ATT	Unit 1 check; sign errors dominated
6	Thu 09/23/2027	22	—	63%	ATT	Probe format now familiar
8	Thu 09/30/2027	21	70%	75%	ATT	Unit 2 check
10	Thu 10/07/2027	24	—	75%	ATT	—
12	Thu 10/14/2027	23	80%	63%	ATT	Report 1 data cut-off
14	Thu 10/21/2027	26	—	75%	ATT	—
16	Thu 10/28/2027	22	70%	50%	LATE	Arrived 11 minutes late; 39 minutes of instruction
18	Thu 11/04/2027	28	—	88%	ATT	—
20	Thu 11/11/2027	29	90%	88%	ATT	Unit 5 check
22	Thu 11/18/2027	27	—	75%	ATT	Probe taken after a 3-day school absence
24	Thu 12/02/2027	32	80%	88%	ATT	Report 2 data cut-off

Three points are not a trend. Sessions 4 and 16 are both lower than the point before them, and neither changed the plan — session 4 was the first scored probe after the format changed, and session 16 lost 11 minutes to a late arrival. The report draws the trend line only after six probes, and the aim line is the straight line from the baseline to the target date.

4. GOALS: BASELINE, TARGET, AND WHAT A STATUS WORD MEANS

GOAL	BASELINE	TARGET	MEASURE	CURRENT	AGAINST THE AIM LINE	STATUS
G1 — Computation fluency	18 DCPM on the integer-operations probe, 09/07/2027	34 DCPM by 01/20/2028	Weekly 2-minute probe	32 DCPM, trend line 29.0 at week 12	Aim line at week 12 is 29.3	On track
G2 — Concepts and applications	9 of 30 points, 09/07/2027	20 of 30 by 01/20/2028	8-minute probe every third Thursday	15 of 30	Aim line at week 12 is 16.8	Below aim — reviewed 12/07
G3 — Written response	1.5 average across four traits, 09/14/2027	3.0 average by 01/20/2028	Rubric on alternate Tuesdays	2.25 average	Conventions trait is the lowest at 1.8	On track
G4 — Independent practice	42% completion, first two weeks	80% completion sustained for 4 weeks	Homework log	78% across sessions 13–24	Three weeks at or above 80%	On track

A target is arithmetic, not a promise: it is the baseline plus a weekly growth rate across the weeks remaining in the term. “Below aim” is a signal to change teaching or to revise the target, and G2 was revised at the December 7 review rather than left to run. Nothing here is a prediction of a school grade or a state test score.

5. UNIT MASTERY AND THE ERROR TALLY

ERROR CATEGORY	SESSIONS 1–12	SESSIONS 13–24	CHANGE	WHAT CHANGED IN TEACHING
Sign error on integer operations	22	9	Down 13	Explicit sign-tracking step added at session 15 and practised daily
Place value in decimal alignment	6	4	Down 2	Not targeted this period
Procedural step omitted	14	11	Down 3	Checklist faded from written to verbal at session 19
Misread the question	9	12	Up 3	Word problems were introduced at session 17, so more items now carry text
No attempt	11	3	Down 8	Stuck-point column in the log is being used consistently

A category that rises is not automatically bad. “Misread the question” rose because word problems were introduced in this period, so far more items now contain text to misread. Read every count against what was being taught.

6. THE INDEPENDENT-PRACTICE PANEL

DATE	TASK	MIN	STUCK POINT RECORDED	FINISHED ALONE	INITIAL	STATUS
Mon 11/15	INT-22	18	Subtracting a negative from a negative	Partly	MF	Logged
Tue 11/16	—	—	—	—	—	Session cancelled with notice on 11/14 (EX)
Wed 11/17	INT-23	20	None recorded	Yes	MF	Logged
Thu 11/18	RAT-04	15	Setting up the second ratio	No	MF	Logged
Fri 11/19	INT-22 review	50	—	—	—	Makeup session delivered 3:30 p.m. (MU)
Sat 11/20	RAT-05	12	Which quantity goes on top	Partly	DF	Logged
Mon 11/22	RAT-06	0	Not started	No	—	Not logged — counts against completion
Tue 11/23	—	—	—	—	—	Published closure (CLO)

Completion for the period is 78%: 21 logged days out of 27 assigned. Makeup sessions and closure dates are excluded from the denominator, which is why the November 19 and November 23 rows do not count either way.

7. WHAT THIS REPORT CAN AND CANNOT TELL YOU

It can tell you:

- How often the student attended, and how much instructional time each session actually contained
- Whether a short, repeated, dated measure is moving, and how fast relative to the aim line
- Which error categories are shrinking and which are not
- How much independent practice was logged, and where the student consistently got stuck
- What the instructor taught, what she changed, and what she plans to teach next

It cannot tell you:

- Whether the student has a disability, a learning disorder, or an attention condition
- Whether the student qualifies for school special education services, a 504 plan, or testing accommodations
- What grade the student will earn, or how a state assessment will go
- Whether a school evaluation is warranted, or what it would find
- Anything about effort, motivation, or character — no measure in this report is built to observe those

Families are free to share this report with a school, a physician, or an evaluator. A school may consider it as one piece of information the family chose to provide, and it is equally free not to. It is not an educational evaluation and does not become one because a school reads it.

8. SESSION OWNERSHIP WHEN THE INSTRUCTOR CHANGES

- The hour, the goals, the measures, and the report belong to the student, not to the instructor who happens to be teaching it.
- A change of instructor triggers a written handoff note: current goals, the last six probe scores, the error tally, the practice pattern, and the two things to do first.
- Makeups delivered by the coverage instructor are marked MU in the attendance panel and are taught from the same plan.
- A probe is never re-administered by a different instructor in the same week, because that would put two scores on one point of the graph.
- Families may request a change of instructor at any time through the portal; it does not restart the goals or the baselines.

9. QUESTIONS WORTH BRINGING TO THE CONFERENCE

1. Which panel would you look at first if you were me, and why?
2. G2 is below its aim line — is the teaching changing, is the target changing, or both?
3. What does the trend line look like if the two lowest points are left in, and if they are taken out?
4. Which error category do you expect to move next period, and what will move it?
5. What would the practice log need to look like for you to say completion is no longer the limiting factor?
6. What does the exit report at session 34 add that this one does not?
7. If we re-enroll, what would you carry over as a baseline rather than re-measuring?

10. QUESTIONS THIS REPORT CANNOT ANSWER, AND WHERE THEY GO

THE QUESTION	WHO ANSWERS IT	HOW FAMILIES USUALLY START	SOURCE
"What is my child's grade, and what is missing?"	The classroom teacher and the school grade portal	Email the teacher and ask for the missing-work list	Your school's own portal
"Should my child be evaluated by the school?"	The school district's special education office	A dated, written request to the district; keep a copy	sites.ed.gov/idea/
"What does the federal special education process look like?"	Your state's federally funded Parent Center, free of charge	Look up your state's center and call it	parentcenterhub.org/find-your-center/
"What does research say about tutoring formats?"	The Institute of Education Sciences and its What Works Clearinghouse	Read the practice guides for the subject and grade band	ies.ed.gov/ncee/wwc/practiceguides
"How intensive should intervention be?"	The WWC practice guides describe the ranges studied	Compare the schedules described there with this program's two sessions a week	ies.ed.gov/ncee/wwc/PracticeGuide/3
"Is there evidence for small-group maths intervention?"	WWC, Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades	Read the recommendations and their evidence levels	ies.ed.gov/ncee/wwc/PracticeGuide/26
"What about older struggling readers?"	WWC, Providing Reading Interventions for Students in Grades 4–9	Read it before buying any reading programme	ies.ed.gov/ncee/wwc/PracticeGuide/29

Worth knowing when you read those guides: the small-group intervention schedules they describe are usually more frequent and shorter than this programme — often three to five sessions a week of 20 to 40 minutes rather than two sessions of 50. That difference is worth raising at the conference rather than assuming our schedule matches the research.

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This reading guide explains a private tutoring progress report. It is not an educational evaluation, not a clinical or diagnostic document, and not advice about school services, eligibility, accommodations, placement, or treatment. Measure names such as digits correct per minute and curriculum-based measurement are ordinary practice terms; the probes, cut scores, aim lines, and growth rates used here are this centre's own and are not national norms. The student, the family, the instructors, the account identifiers, the dates, and every score printed here are invented for a demonstration set and describe no real person.