

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Acosta, Romi Jade Progress as of (Date): \_\_\_\_\_

Student ID: 300012 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>12.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Anderson, Drake Progress as of (Date): \_\_\_\_\_

Student ID: 309347 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Anderson, Jordan Progress as of (Date): \_\_\_\_\_

Student ID: 309348 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Avila, Ivan Progress as of (Date): \_\_\_\_\_

Student ID: 309169 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<p><b>8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>32 \cdot 35 = 33 = 1/33 = 1/27</math>.</b></p>		
<p><b>8.EE.5 - Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</b></p>		
<p><b>8.EE.7 - Solve linear equations in one variable.</b></p>		
<p><b>Ways parents can support learning</b></p>		
<p><b>Additional Tutor Comments</b></p>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Barragan, Briana Progress as of (Date): \_\_\_\_\_

Student ID: 299288 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</b>		
<b>12.A.REI.4 - Solve quadratic equations in one variable.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Benitez, Azahlea Progress as of (Date): \_\_\_\_\_

Student ID: 293261 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Blanco, Kaylee Progress as of (Date): \_\_\_\_\_

Student ID: 301919 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Bunner, Dennis Progress as of (Date): \_\_\_\_\_

Student ID: 309308 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Burrell, Vo'Kei Progress as of (Date): \_\_\_\_\_Student ID: 312664 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'		
7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
Ways parents can support learning		
Additional Tutor Comments		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Butler, Joy Progress as of (Date): \_\_\_\_\_

Student ID: 309644 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Calhoun, Shawn Progress as of (Date): \_\_\_\_\_

Student ID: 300054 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.APR.2 - Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</b>		
<b>12.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Carrillo, Kira Progress as of (Date): \_\_\_\_\_

Student ID: 308856 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>8.EE.1 - Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, <math>32 \cdot 35 = 33 = 1/33 = 1/27</math>.</b>		
<b>8.EE.7 - Solve linear equations in one variable.</b>		
<b>8.EE.8 a. - Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Clever, Joshua Progress as of (Date): \_\_\_\_\_Student ID: 311424 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>9.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Coble, Julia Progress as of (Date): \_\_\_\_\_Student ID: 311315 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>9.F.IF.1 - Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <math>f</math> is a function and <math>x</math> is an element of its domain, then <math>f(x)</math> denotes the output of <math>f</math> corresponding to the input <math>x</math>. The graph of <math>f</math> is the graph of the equation <math>y = f(x)</math>.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Ellsworth, Jayden Progress as of (Date): \_\_\_\_\_Student ID: 312908 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'		
7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
Ways parents can support learning		
Additional Tutor Comments		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Ellsworth, Jaylen Progress as of (Date): \_\_\_\_\_

Student ID: 312909 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</b>		
<b>7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, <math>a + 0.05a = 1.05a</math> means that 'increase by 5%' is the same as 'multiply by 1.05.'</b>		
<b>7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Galindo Solis, Angel Raul Progress as of (Date): \_\_\_\_\_

Student ID: 293719 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Gonzalez, Mariah Progress as of (Date): \_\_\_\_\_

Student ID: 304392 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Guerra, Uziel Progress as of (Date): \_\_\_\_\_

Student ID: 296249 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Gutierrez, Jessie Progress as of (Date): \_\_\_\_\_Student ID: 303558 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
11.F.TF.1 - Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.		
11.F.TF.3 - Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ and $\pi/6$ , and use the unit circle to express the values of sine, cosines, and tangent for $x$ , $\pi+x$ , and $2\pi-x$ in terms of their values for $x$ , where $x$ is any real number.		
11.F.TF.9 - Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.		
Ways parents can support learning		
Additional Tutor Comments		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Gutierrez, Nicholas Progress as of (Date): \_\_\_\_\_Student ID: 311873 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Herrera, Prisila Progress as of (Date): \_\_\_\_\_

Student ID: 308776 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<p><b>8.EE.4 - Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</b></p>		
<p><b>8.EE.6 - Use similar triangles to explain why the slope <math>m</math> is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation <math>y = mx</math> for a line through the origin and the equation <math>y = mx + b</math> for a line intercepting the vertical axis at <math>b</math>.</b></p>		
<p><b>8.EE.7 - Solve linear equations in one variable.</b></p>		
<p><b>Ways parents can support learning</b></p>		
<p><b>Additional Tutor Comments</b></p>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Heyden, Logan Progress as of (Date): \_\_\_\_\_

Student ID: 297933 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Horowitz, Jacob Progress as of (Date): \_\_\_\_\_

Student ID: 310651 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.		
Ways parents can support learning		
Additional Tutor Comments		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Johnston, Joshua Progress as of (Date): \_\_\_\_\_

Student ID: 305129 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>9.A.REI.4 - Solve quadratic equations in one variable.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Kristall, Gabriel Progress as of (Date): \_\_\_\_\_

Student ID: 307970 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Lucero, Lesly Progress as of (Date): \_\_\_\_\_

Student ID: 300851 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Lupercio, Justine Progress as of (Date): \_\_\_\_\_

Student ID: 309388 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Masters, Kayla Progress as of (Date): \_\_\_\_\_Student ID: 307997 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.APR.2 - Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</b>		
<b>10.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Mazariegos, Jazalynn Progress as of (Date): \_\_\_\_\_Student ID: 307147 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</b>		
<b>10.A.REI.6 - Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Mentis, Cheyenne Progress as of (Date): \_\_\_\_\_Student ID: 308009 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
10.A.SSE.1 a. - Interpret parts of an expression, such as terms, factors, and coefficients.		
10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.		
10.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.		
Ways parents can support learning		
Additional Tutor Comments		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Meza, Zenaida Progress as of (Date): \_\_\_\_\_

Student ID: 304698 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Munoz Monrreal, Abraham Progress as of (Date): \_\_\_\_\_

Student ID: 312590 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
7.EE.1 - Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.		
7.EE.2 - Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that 'increase by 5%' is the same as 'multiply by 1.05.'		
7.G.5 - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.		
Ways parents can support learning		
Additional Tutor Comments		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Navarro Mendoza, Luis Progress as of (Date): \_\_\_\_\_

Student ID: 296110 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Nelson, Rosie Progress as of (Date): \_\_\_\_\_

Student ID: 295834 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Norales, Diana Progress as of (Date): \_\_\_\_\_

Student ID: 313826 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Nunez, Macy Progress as of (Date): \_\_\_\_\_

Student ID: 304966 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Paloma, Kyle Matthew Progress as of (Date): \_\_\_\_\_

Student ID: 310302 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>12.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>12.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Peralta, Braldo Progress as of (Date): \_\_\_\_\_Student ID: 308260 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.APR.2 - Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</b>		
<b>10.A.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Perez, Nadia Progress as of (Date): \_\_\_\_\_

Student ID: 308048 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Perkins, Nakia Progress as of (Date): \_\_\_\_\_

Student ID: 310143 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Prieto Gutierrez, Edgard Progress as of (Date): \_\_\_\_\_

Student ID: 304511 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Queponds, Rebeca Progress as of (Date): \_\_\_\_\_Student ID: 311910 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Ramirez, Pedro Progress as of (Date): \_\_\_\_\_

Student ID: 304881 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Ramirez Leyva, Hazel Progress as of (Date): \_\_\_\_\_

Student ID: 308229 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</b>		
<b>10.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Rodriguez, Jayson Progress as of (Date): \_\_\_\_\_

Student ID: 303349 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<p><b>11.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b></p>		
<p><b>11.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b></p>		
<p><b>11.F.IF.4 - For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</b></p>		
<p><b>Ways parents can support learning</b></p>		
<p><b>Additional Tutor Comments</b></p>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Romero, Gilbert Progress as of (Date): \_\_\_\_\_

Student ID: 310807 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Sanchez, Jesus Progress as of (Date): \_\_\_\_\_

Student ID: 313589 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</b>		
<b>10.A.REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		



# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Silva, Melanie Progress as of (Date): \_\_\_\_\_

Student ID: 313205 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>9.A.REI.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Smith, Keith Progress as of (Date): \_\_\_\_\_

Student ID: 313875 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>9.A.REI.2 - Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Valdovinos, Alexis Progress as of (Date): \_\_\_\_\_

Student ID: 301327 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>10.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>10.A.APR.2 - Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</b>		
<b>10.A.CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Villegas, Grace Progress as of (Date): \_\_\_\_\_Student ID: 303990 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.APR.4 - Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</b>		
<b>9.A.CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		

# Progress Report With Goals

## Achieve SAT Test Prep

Session: \_\_\_\_\_

Student: Williams, Hannah Progress as of (Date): \_\_\_\_\_Student ID: 311312 Tutor: \_\_\_\_\_

Achievement Goal	Recent Activity	Percentage of Mastery
<b>9.A.APR.1 - Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</b>		
<b>9.A.REI.10 - Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</b>		
<b>Ways parents can support learning</b>		
<b>Additional Tutor Comments</b>		