ATC Educational Learning Analysis

Comprehensive Learning Analysis & Comprehensive Instructional Plan

Because Your Child Is More Than a Score.

Mary Ann | elementary-age student

Date of evaluation: Sample evaluation date

Evaluator: Angie Cutlip, M.Ed.

This is an actual learning analysis prepared by ATC Educational Services. Identifying details have been omitted from this public sample.

Purpose of this analysis

This family requested testing to meet the legal requirements in North Carolina as well as guidance on transitioning to homeschooling. The family wanted me to map out a targeted, individualized instructional plan to close foundational gaps and build academic confidence, prioritizing skill mastery over grade placement.

Primary conclusion: Mary Ann presents as a capable, thoughtful learner with sound foundational skills, strong oral language, and a genuine enthusiasm for mathematics. Her most important needs are increased automaticity in reading, spelling, writing, and math facts; direct review of coin values and money concepts; and an instructional pace that allows adequate processing time without lowering expectations.

1. Educational Background & Context

e Early elementary — the first elementary school: Mary Ann had a positive foundational experience and a strong academic start in Kindergarten and first grade.

- Mid-elementary — the next elementary school: Frequent teacher absences during second and third grade disrupted continuity of instruction and likely contributed to gaps in skill development.
- Upper elementary — the charter school: Instructional challenges and placement inconsistencies continued during fourth grade.
- Current transition: the homeschool is prioritizing targeted instruction, mastery, and confidence as Mary Ann begins homeschooling. This is an appropriate response to interrupted instruction: placement should follow demonstrated skill readiness rather than age or grade alone.

Illustrative sample · names and identifying details changed

2. Behavioral & Learning Observations

Affect, engagement, & persistence

Mary Ann was exceptionally cooperative, friendly, and relaxed. Although she acknowledged some initial nervousness about testing, she settled in quickly, smiled throughout the session, and carried on easy, confident conversation. Her activity level appeared age-typical. She maintained focus with minimal redirection and persisted even when items became difficult. These behaviors support the validity of today's observations.

Processing style & self-awareness

Mary Ann demonstrated unusually clear self-awareness when she explained, “My brain processes things slowly & I have to do things over in my mind.” This statement is educationally important. She appears to benefit from time to mentally rehearse information, organize a response, and confirm accuracy. A slower response should not automatically be interpreted as lack of understanding. Brief wait time, repeated directions when needed, and untimed mastery practice are likely to help her show what she knows.

Work standards, motor skills, & perfectionism

Mary Ann produces neat, well-formed print handwriting and cares about the appearance of her work. She described disliking sloppy work and sometimes wanting to erase or restart when a page does not look tidy. This conscientiousness can be a strength, but it may reduce fluency if she spends excessive time correcting presentation. Teach a simple standard—complete, readable, and checked once—so that neatness supports learning rather than slowing it.

Interests & long-term motivation

Mary Ann enjoys graphic novels, reading about the U.S. Army, crocheting, drawing, and cooking. She expressed a strong fondness for math and hopes to become both a doctor and a cosmetologist. These interests provide rich opportunities for authentic learning through anatomy, measurement, money, art, biographies, and hands-on projects.

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3. Woodcock-Johnson Academic Performance

The classifications below reflect the score information supplied for this analysis. Most reported values are raw scores; raw scores are useful for documenting performance and future growth but should not be interpreted as percentiles or grade equivalents. Academic Knowledge is the one score reported as a grade equivalent.

Subtest / Measure	Reported Score	Classification	Interpretive Note
Letter-Word Identification	Raw 53	Age Appropriate	Sound foundational word recognition and decoding.
Reading Fluency	Raw 31	Mildly Delayed	Accuracy is more developed than speed and automaticity.
Passage Comprehension	Raw 32	Age Appropriate	Understands context and derives meaning from text.
Calculation	Raw 16	Age Appropriate	Core computation is a relative strength.
Math Fluency	Raw 46	Mildly Delayed to Appropriate	Automatic recall and speed are still developing.
Applied Problems	Raw 28	Mildly Delayed	Coin-value confusion affected performance; reasoning should be rechecked after direct instruction.
Spelling	Raw 30	Mildly Delayed	Needs systematic work with sound-symbol and visual spelling patterns.
Writing Fluency	Raw 13	Mildly Delayed to Appropriate	Some correct capitalization; end punctuation was frequently omitted.
Picture Vocabulary	Raw 23	Age Appropriate	Oral vocabulary and language knowledge are solid.
Academic Knowledge	GE 3.6	Mildly Delayed to Appropriate	A useful baseline of general knowledge; not a recommendation to place every subject at grade 3.6.

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Integrated Academic Interpretation

Mary Ann's profile is not one of global academic weakness. Her age-appropriate letter-word identification, passage comprehension, calculation, and picture vocabulary provide a solid base for remediation. The repeated pattern is stronger understanding than automatic production. Reading fluency, math fluency, spelling, and writing fluency all require quick, efficient access to learned skills; those are the areas most vulnerable when instruction has been interrupted or a learner needs additional processing time.

Her Applied Problems result should also be interpreted in context. Confusing coin values can lower performance on otherwise accessible word problems. Directly teach coin identification, value, equivalencies, counting mixed coins, and real-life purchasing before drawing conclusions about broader mathematical reasoning. Recheck this skill after several weeks of instruction.

Instructional priority: Close a small number of foundational gaps through short, consistent practice while continuing to give Mary Ann meaningful, age-respectful content. Remediation. should not make her entire school day feel remedial.

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4. Comprehensive Instructional Plan

Mathematics

- Primary curriculum: Teaching Textbooks. Complete the publisher's placement assessment and begin at the level where Mary Ann can work with approximately 80-85% independence—not automatically at the level matching her age or previous grade.
- Money remediation: Spend 5-10 minutes on targeted days identifying coins, stating values, building equivalent amounts, counting mixed sets, making change, and using money in pretend or real purchases.
- Fluency: Use brief, low-pressure practice for number facts. Measure personal growth rather than racing peers. Stop before fatigue causes accuracy to decline.
- Processing support: Allow scratch paper, pause the lesson when needed, and invite Mary Ann to explain her reasoning aloud. Understanding is more important than speed.

Reading, spelling, & written-language fluency

- Structured reading intervention: Use P.R.I.D.E. Reading and complete its placement assessment before ordering a level. Provide short, explicit lessons at least four days per week.
- Spelling & writing fluency: Complete the Spelling You See placement tool. Its short daily pattern work, copywork, and dictation can support visual attention to spelling while also increasing written automaticity.
- Mechanics habit: After each short written response, use a three-point check: capital letter, complete thought, end punctuation. Keep this routine brief so editing does not trigger repeated restarting.
- Year-one emphasis: Prioritize foundational reading, spelling, sentence writing, and fluency. Formal grammar and intensive literary analysis may be added gradually once these skills are steadier.

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Reading comprehension & literature engagement

- Read-aloud support: Use the Elementary Reading Guide Safari Trifold during shared reading to prompt prediction, inference, vocabulary, connection, and discussion.
- Independent reading: Pair graphic novels and other high-interest books with the Homeschool Reading Journal. Keep entries brief at first—one reaction, one new fact, one question, or a favorite scene—to preserve enjoyment.
- Interest bridge: Include biographies and nonfiction about the U.S. Army, doctors, cosmetology, artists, cooks, and inventors. Age-respectful content can build background knowledge while fluency instruction occurs at her instructional level.

Handwriting & cursive — choose one

- Primary option: Christian Light PenTime Cursive, Grade 4. Use one short page daily for direct, uncluttered cursive instruction and controlled hand practice.
- Alternative: CursiveLogic U.S. Presidents & Citizens. This option connects cursive practice with Mary Ann's interest in civic and historical content.

Do not use both programs simultaneously. Her print is already neat; the goal is functional cursive fluency, not additional volume.

Executive functioning & organization

- Use the Not Consumed Elementary Homeschool Planner as a scaffold for choosing daily goals, checking completed work, building responsibility, and reflecting on progress.
- Begin with three or four clearly written tasks. the parent can gradually transfer responsibility as Mary Ann becomes successful with the routine.
- Use a 'one-check' rule for completed work: review once for the assigned target, make necessary corrections, and move forward.

Supplemental science & career alignment

- Dr. Bonyfide Presents: Bones (Book 2) offers an engaging visual introduction to skeletal anatomy that connects naturally to Mary Ann's interest in medicine and cosmetology.
- Extend learning through drawing and labeling bones, measuring the body, discussing hair and skin structure, or cooking to explore nutrition and chemistry.

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History & Science Format — Select One Main Approach

Option A — Free YouTube video recommendations & lesson plans: Use the linked free video recommendations with the coordinating lesson plans for biographical history, discussion, and optional written or drawing responses. Best for a flexible, low-cost start.

Option B — Career-aligned science study: Use Dr. Bonyfide and related library books as the spine for a hands-on anatomy unit. Best if Mary Ann's medical interest is the strongest engagement point.

Option C — Christian Light Publications: Use self-paced LightUnits: consumable, bite-sized booklets that combine reading, exercises, and assessment. This budget-conscious, non-screen format allows Mary Ann to pause, reread, and process without video pacing pressure.

Option D — BJU Press online: Preview Heritage Studies 3 and Science 3 sample lessons. This is the most comprehensive and premium video-based option. Choose topics and placement by readiness and interest rather than treating the level number as a fixed identity.

Begin with one primary history/science format for six to eight weeks. Too many simultaneous programs can obscure which approach is actually helping.

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5. Sample Daily Schedule & Instructional Flexibility

This sample routine totals approximately 3½ to 4 hours, including breaks. It is a flexible framework, not a requirement to work by the clock.

Time	Focus	Suggested Activity	Purpose
9:00–9:30	Opening & planning	Planner check-in + one page of PenTime or CursiveLogic	Clear goals and a calm, successful start.
9:30–10:15	Math	Teaching Textbooks lesson + brief money review on selected days	Uses a favored subject while attention is fresh.
10:15–10:30	Movement break	Snack, stretch, draw, or crochet	Allows mental reset and protects stamina.
10:30–11:15	Language arts	P.R.I.D.E. Reading + a short Spelling You See segment	Builds decoding, spelling, and writing automaticity without overload.
11:15–12:00	History or science	Selected loop resource / Dr. Bonyfide	Provides content-rich learning without requiring both subjects daily.
12:00–12:30	Lunch & quiet break	Lunch and unstructured rest	Supports regulation and sustained afternoon focus.
12:30–1:00	Literature	Read-aloud with Safari Trifold or independent reading + brief journal entry	Keeps reading meaningful, age-respectful, and enjoyable.

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Why Every Subject Does Not Need to Happen Every Day

Daily essentials: Math and structured reading/language arts benefit from short, consistent repetition.

Loop subjects: History and science can alternate. For example: history Monday/Wednesday, science Tuesday/Thursday, and Friday for review or projects.

Quality over quantity: Three or four focused academic blocks give Mary Ann enough time to process and complete careful work without turning perfectionism into anxiety.

Mastery Fridays: Use Fridays for targeted review, catch-up, cooking, drawing, crocheting, money practice, or anatomy activities. These are legitimate learning experiences, not rewards for finishing 'real school.'

6. Recommended Instructional Supports

- Allow adequate wait time before expecting an answer; avoid filling every pause with additional words.

e Repeat or rephrase directions when needed and ask Mary Ann to explain the first step back in her own words.

- Use short assignments with visible stopping points and planned movement breaks.
- Provide untimed practice while automaticity is developing. Introduce gentle timing only to measure her own growth and only if it does not increase anxiety.
- Permit scratch paper, manipulatives, real coins, visual models, and oral explanation.
- Separate content knowledge from writing speed when appropriate: she may answer orally or dictate some history/science responses while still completing brief daily handwriting and sentence practice.
- Praise persistence, strategy, and improvement—not neatness or speed alone.
- Use age-respectful books and topics even when a foundational skill is being taught below her nominal grade level.

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7. Progress Monitoring

For the first eight to twelve weeks, collect brief work samples rather than relying on daily grades alone. Review progress every four weeks using the same types of tasks.

- Reading: one short oral reading sample; note accuracy, smoothness, and need for prompting.
- Spelling/writing: one unassisted sentence or short paragraph; note spelling patterns, capitalization, punctuation, and time required.
- Math: a short fact review plus three to five money problems using real or pictured coins.
- Executive functioning: note how many planner tasks Mary Ann begins and completes with one reminder or less.
- Emotional response: ask Mary Ann what feels easier, what still feels confusing, and which tools help her learn.

If progress is limited despite consistent, explicit instruction, consider whether additional evaluation of reading, language, attention, processing speed, or other learning factors would help clarify her needs. This educational analysis does not diagnose a disability.

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8. Next Steps for the Family

1. Complete the Teaching Textbooks placement assessment and select the level that provides challenge with a high likelihood of independent success.

2. Complete P.R.I.D.E. Reading and Spelling You See placement tools before purchasing specific levels.

3. Choose one cursive resource: PenTime Grade 4 or CursiveLogic U.S. Presidents & Citizens.
4. Introduce the planner with only three or four daily tasks and model how to check off completed work.

5. Preview the Elementary Reading Guide with the free YouTube movie sample; then use the Safari Trifold with a read-aloud or independently read book and add the Homeschool Reading Journal gradually.

6. Choose one primary history/science format for the first six to eight weeks, then evaluate Mary Ann's engagement, independence, retention, and stress level.

7. Recheck coin values, mixed-coin counting, and money word problems after direct instruction.

8. Join or use the Homeschool Teacher Training Academy for ongoing coaching, practice-test observation guidance, and curriculum placement support.

Curriculum Placement & Resource Links

Teaching Textbooks Placement: Open placement or resource page

P.R.I.D.E. Placement Check: Open placement or resource page

Spelling You See Placement & Overview: Open placement or resource page

Not Consumed Elementary Homeschool Planner: Open placement or resource page

Free Lesson Plans: Open placement or resource page Free YouTube Video Recommendations: Open placement or resource page

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Closing Perspective

Mary Ann's interrupted educational history helps explain why some skills are less automatic than her reasoning and language abilities would suggest. She has many assets for a successful homeschool transition: she is cooperative, persistent, articulate, self-aware, careful, and eager to learn. Her affection for mathematics and wide-ranging interests offer strong pathways for rebuilding confidence.

The goal for this year is not to rush her through a grade label or recreate every missed lesson. It is to identify the most important gaps, teach them explicitly, monitor growth, and continue giving her access to meaningful ideas. With consistent instruction, adequate processing time, and a manageable daily structure, Mary Ann is well positioned to make steady progress and experience herself as the capable learner she is.

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