

Sanitized Learner Readiness Profile

Learning Analytics & Instructional Decision Making

Student identifier: Student A | Course: Algebra 1 | Prepared by Houman Rassa

Executive Summary

Student A demonstrated clear proficiency in foundational Algebra 1 concepts across linear equations, functions, systems, and polynomials. A later decline in rational expressions and radicals aligned with documented absences and interrupted instruction rather than a lack of conceptual ability. The evidence supported progression to Geometry with targeted review, monitoring, and support for independent learning.

Domain	Evidence	Interpretation
Linear equations	96.67%	Strong conceptual and procedural understanding
Functions and graphing	~84%	Proficient with minor inconsistencies
Linear inequalities	90%	Solid conceptual understanding
Systems of equations	96.88%	High level of mastery
Polynomials and exponents	91-100%	Consistent performance
Rational expressions	15-70%	Developing; affected by missed instruction
Radicals	7-100%	Developing; inconsistent due to instructional gaps

Assessment Trend Analysis

Performance remained in the mid-B to A range across Units 1-6 before declining during Units 7-9. The timing of the decline corresponded directly with inconsistent attendance and reduced access to instruction.

Retention and Transfer

Cumulative performance indicated moderate retention. Mixed results on later and review tasks suggested that independent application and long-term transfer were still developing.

Learning Behaviors

Student A consistently completed assignments, demonstrated strong effort, and applied procedures accurately when guided. Missed instruction created difficulty with independent concept acquisition.

Readiness Determination

Conditionally ready for progression. The learner showed strong core mastery and the capacity to perform at a high level under consistent instructional conditions.

Recommended Support Plan

Provide targeted review of rational expressions and radicals, structured notes and guided examples, checks for understanding following absences, and support for independent problem-solving strategies.

Methodology and Data Sources

The analysis synthesized assignment and assessment records, gradebook completion data, cumulative assessment evidence, attendance records, and instructor observation. The public portfolio version has been anonymized to protect student privacy.