

Student Concern Report

Generated on August 30, 2025

Student Information

Name: Crystal R.
Teacher: Demo-Teacher ROBERTS
School: Calabar High School

Concern Details

Type: Not specified
Date Documented: 8/30/2025
Description:

AI-Generated Intervention Strategies

1. AI-Generated Differentiation Strategies

Of course. As an educational intervention specialist, I will create a differentiated lesson plan for Crystal R. based on her profile of a learning disability and dyscalculia. Since the uploaded PDF appears to be corrupted and unreadable, I will create a comprehensive, differentiated 10th-grade math lesson plan on a common core standard. I will assume the original lesson was on Solving Systems of Linear Equations by Graphing, a foundational Algebra standard where students with dyscalculia often struggle with the abstract concepts, graphing precision, and multi-step processes.

Differentiated Lesson Plan for Crystal R.

Original Lesson Topic: Solving Systems of Linear Equations by Graphing
Grade: 10th
Student: Crystal R. (Learning Disability, Dyscalculia)
Differentiation Specialist: AI Educational Interventionist

1. Differentiated Learning Objectives

Original Objective Students will be able to accurately graph two linear equations and identify the point of intersection as the solution to the system.:

For Crystal (Modified & Tiered):

Tier 1 (Foundation) Given two equations in slope-intercept form ($y = mx + b$), Crystal will correctly identify the slope and y-intercept for each with 100% accuracy using a graphic organizer.:

Tier 2 (Application) Using pre-graphed coordinate planes with scaled axes and color-coded tools, Crystal will accurately graph each line and identify the point of intersection for a system with integer solutions in 4 out of 5 trials.:

Tier 3 (Mastery) Crystal will verbally explain or write in simple terms what the point of intersection represents in the context of a real-world problem.:

Why this works: Research (Gersten et al., 2009) shows breaking complex skills into manageable, sequential steps is critical for students with LDs. Objectives are specific, measurable, and achievable, building confidence.

2. Adapted Content Delivery

Chunked Instruction The lesson is divided into three 10-minute segments with clear transitions::

1. Vocabulary & Setup: Focus on `system`, `solution`, `intersection`, `slope`, `y-intercept`.
2. Graphing Practice: Graph one line at a time with heavy support.
3. Putting It Together: Finding the intersection point.

Visual Supports & Graphic Organizers:

"My Graphing Guide" Cheat Sheet A laminated step-by-step flowchart with visuals.:

Vocabulary Card Deck Key terms with definitions and visual symbols (e.g., a picture of two roads crossing for "intersection").:

Slope-Intercept Form Graphic Organizer:

...

Equation: $y = \underline{\hspace{1cm}} x + \underline{\hspace{1cm}}$

What is m? (The SLOPE): $\underline{\hspace{1cm}}$ (Rise/Run)

What is b? (The Y-INTERCEPT): $\underline{\hspace{1cm}}$ (Start here!)

...

Simplified Language Use consistent, simple language. Instead of "Find the solution to the system," use "Find where the two lines cross." Instead of "graph the equations," use "draw each line.":

3. Differentiated Activities & Materials

Material List for Crystal:

- Laminated coordinate planes with large grids (1-inch squares) and bolded x and y axes.
- Dry-erase markers (two different colors, e.g., blue and red).

- "My Graphing Guide" cheat sheet.
- Graphic organizer worksheet for slope-intercept form.
- A set of 5 practice problems with equations already in slope-intercept form and integer solutions.
- A small, high-quality ruler.

Activity: "Color-Coded Graphing"

1. Step 1: Decode the Equation (I Do/We Do):

- Teacher models using the graphic organizer for the first equation: $y = 2x + 1$.
- Crystal fills out her organizer with teacher guidance: " $m = 2$ " or " $2/1$ ", " $b = 1$ ".
- Repeat for the second equation with a different color.

2. Step 2: Graph the Lines (We Do/You Do):

Teacher "Crystal, let's start with your blue line. Find b , the starting point. Put your blue dot at +1 on the y-axis.":

Crystal Places the dot.:

Teacher "Now, use m , the slope. It's 2, which is $2/1$. From your blue dot, we rise 2 and run 1. Let's do it together.":

- They place the second dot and use the ruler to draw the blue line.
- The process is repeated with the red marker for the second equation.

3. Step 3: Find the Solution (You Do with Support):

Teacher "Now, look at your graph. Where does your blue line cross your red line? That's the solution! Circle that point with your black marker.":

- Crystal identifies the point (e.g., $(2, 5)$).

Scaffolding If she struggles, the teacher can place a transparent overlay with a small "target" symbol at the intersection to guide her eyes.:

Choice Option: For demonstration, Crystal can choose to either state the point aloud, write it on her paper, or point to it on the graph.

4. Modified Assessment Methods

Formative Assessment (During Lesson):

Thumbs Up/Down Check for understanding after each chunk of instruction.:

Whiteboard Check Have Crystal write just the m and b for an equation on a small whiteboard.:

Error Analysis "I'm going to graph this equation incorrectly. Can you be the detective and tell me what I did wrong?" This reduces anxiety and assesses deep understanding.:

Summative Assessment (End of Activity):

Success Criteria Rubric:

| Criteria | 4 - Excellent | 3 - Proficient | 2 - Developing | 1 - Beginning |

| :--- | :--- | :--- | :--- | :--- |

| Identifies m & b | Correctly identifies both for all equations. | Correctly identifies both for 3/4 equations. | Correctly identifies one component for each equation. | Attempts to identify with teacher support. |

| Graphs Accurately | Lines are straight and precise, using the ruler. | Lines are mostly straight and points are plotted correctly. | Lines are attempted but contain minor errors in placement. | Requires physical guidance to plot points. |

| Finds Intersection | Accurately identifies and circles the intersection point. | Identifies the correct point with a small margin of error. | Points to the general area of intersection. | Can identify that the lines cross but not the point. |

Alternative Demonstration Instead of 5 problems, Crystal will complete 3. For the 4th, she can explain the steps to the teacher. For the 5th, she can match a pre-graphed system to its correct equations.:

5. Specific Accommodations

Environment Seated close to the teacher and away from distractions. A desk carrel or quiet corner option is available if needed.:

Technology:

Graphing Calculator Pre-set with the equations to check her work after she has graphed them manually. This provides immediate feedback and reinforces the connection between the algebraic and graphical representations.:

Text-to-Speech A tablet with a PDF reader to read word problems aloud.:

Time Unlimited time to complete the in-class activity. The 5-problem set can be finished as homework or during a study period.:

Materials As listed above: large-print, laminated graphs, colored markers, ruler, graphic organizers.:

6. Implementation Notes for the Teacher

Preparation *Before class*, prepare Crystal's "kit": laminated materials, markers, cheat sheet, and pre-selected problem set. Have the graphing calculator ready and set to a friendly window (e.g., ZStandard).:

Instruction Use explicit, direct instruction for Crystal's small group or 1:1 check-in. Pre-teach the vocabulary at the start of the lesson. Use consistent, color-coded language (e.g., "Now let's graph our *blue* equation").:

Timing Check in with Crystal after the initial whole-group instruction (approx. 5 mins). Then, provide 15-20 minutes of supported small-group or 1:1 time for her to complete the core activity. The rest of the class can work on more complex problems or word problems.:

Positive Reinforcement Focus on effort and process, not just accuracy. "I really like how carefully you used your ruler," or "You found the y-intercept perfectly that time!" is more effective for building mathematical identity than just "That's correct.":

Data Collection Use the provided rubric to score her work on the 5-problem set. Note which steps she mastered independently and which required prompting. This data informs the level of support needed for the next lesson on substitution/elimination.:

This differentiated plan provides Crystal with the structured support, multi-sensory tools, and clear expectations she needs to access the grade-level content and achieve success alongside her peers.

Implementation Steps:

1. Review Student Needs
2. Adapt Instruction Methods
3. Implement Accommodations
4. Monitor Learning Progress

Timeline: Ongoing