

Feb 2nd 5:17:59 pm

Christina, it's good to see you.

Feb 2nd 5:18:01 pm

I'm connecting you with a tutor immediately. 🤖

Feb 2nd 5:18:03 pm

TUTOR FOUND, NOW REVIEWING PROBLEM AT NO CHARGE

Feb 2nd 5:18:08 pm

SESSION STARTED AT 9:18 AM

Feb 2nd 5:18:27 pm

✓ Introduction: Welcomes student back to the app by name

Hi Christina, welcome back to Yup!

Feb 2nd 5:18:35 pm

✓ Introduction: Introduces herself by last name + warm greeting

My name is Ms. Roy and I will be your tutor for this session. How are you?

Feb 2nd 5:18:38 pm

Thank you

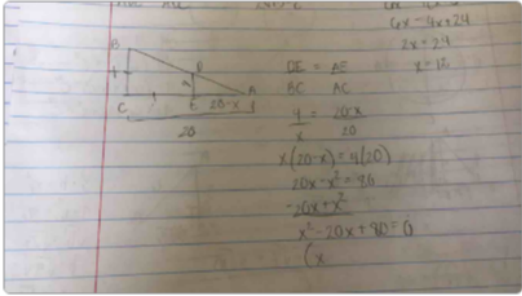
Feb 2nd 5:18:43 pm

Good

Feb 2nd 5:18:45 pm

Great!

Feb 2nd 5:18:52 pm



Feb 2nd 5:19:24 pm

This is what I have so far

Feb 2nd 5:19:33 pm

✓ A1: Determine progress

Looks like you're off to a great start! Let me just take a minute to look through your work so far...

Feb 2nd 5:19:43 pm

Ok

Feb 2nd 5:19:49 pm

Everything looks correct -- nice job! :)

Feb 2nd 5:22:35 pm

✓ A1: Determine starting point

Now, do you know how to solve the equation for x?

Feb 2nd 5:22:50 pm

I can't seem to figure out what multiplies to 80 and adds up to -20

Feb 2nd 5:24:08 pm

✓ B2: Tutor builds on student's thoughts

You are absolutely right to have figured that out! This equation is not one that we can factor

Feb 2nd 5:25:16 pm

✓ C3: Encourages student to share existing knowledge

If we can't factor a quadratic equation, is there another method we can use to find the solutions for x?

Feb 2nd 5:25:41 pm

Pythagorean thm?

Feb 2nd 5:26:11 pm

✓ C2: Acknowledge student's mistake without causing stress

Not quite, but good guess!

Feb 2nd 5:26:35 pm

✓ B2/C3: Point student in the right direction with guiding question

Have you learned about the quadratic formula?

Feb 2nd 5:27:01 pm

Yes

Feb 2nd 5:27:15 pm

Great!

Feb 2nd 5:27:30 pm

You've figured out the hard part of this problem -- the rest is just algebra! :)

Feb 2nd 5:27:47 pm

✓ C3: Invite student to proceed independently

Why don't you give the quadratic equation a try for this problem, and let me know what you get?

Feb 2nd 5:28:20 pm

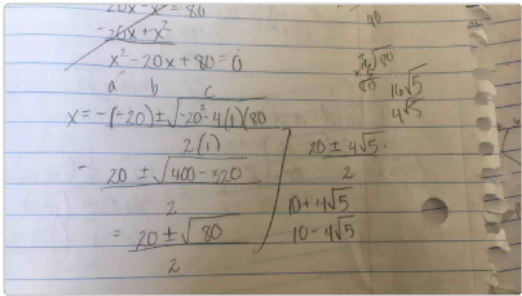
✓ C2: Reassuring language

If you get stuck, I'm here to help :)

Feb 2nd 5:28:25 pm

Okay

Feb 2nd 5:28:27 pm



Feb 2nd 5:32:34 pm

Thanks! I'll take a quick look...

Feb 2nd 5:32:53 pm

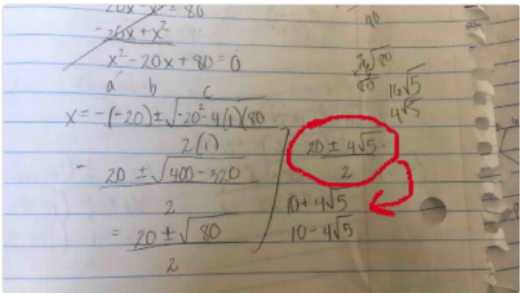
✓ C2: Acknowledge student's mistake without causing stress / C3: Encourage student to recognize their mistake

So close! I just noticed one small error right at the last step -- can you spot it?

Feb 2nd 5:35:14 pm

Ah No

Feb 2nd 5:35:46 pm

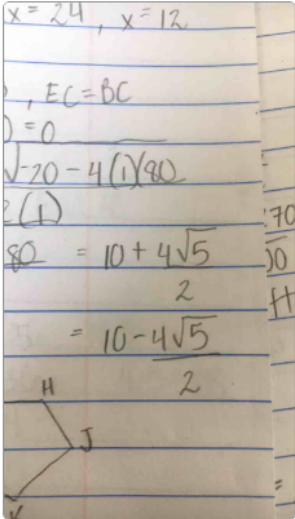


Feb 2nd 5:35:55 pm

C1/C3: Tutor doesn't give away mistake, but guides the student towards understanding it

Here, I've circled the step :)

Feb 2nd 5:36:08 pm



Feb 2nd 5:36:43 pm

✓ C2: Encouraging words / B2: Builds on student's work

Got it! And you can take it even one step further by dividing 4(sqrt(5)) by 2

Feb 2nd 5:37:17 pm

Oh yeah I can

Feb 2nd 5:38:35 pm

Okay thank you for your help

Feb 2nd 5:38:42 pm

✓ C2: Positive language

You're welcome, great job on this problem!

Feb 2nd 5:38:55 pm

✓ Tutor checks to see if the student needs further help

Is there anything else I can help you with today?

Feb 2nd 5:39:09 pm

Thank you

Feb 2nd 5:40:34 pm

No I'm good

Feb 2nd 5:40:39 pm

Have a good day

Feb 2nd 5:40:42 pm

✓ Conclusion: Warm send off

You too, thanks! :)

Feb 2nd 5:40:50 pm