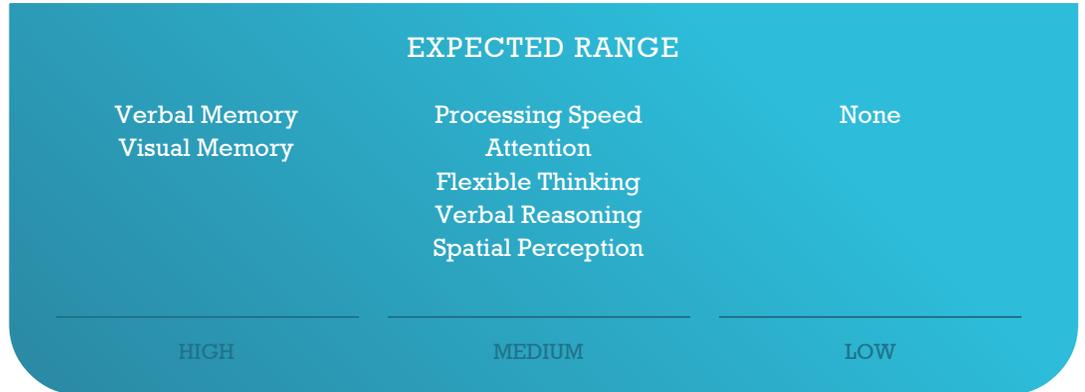


William's Learning Profile

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Summary Results



Visual Motor Speed
Abstract Reasoning

STRENGTHS



Working Memory

WEAKNESSES

Based on standardized, normative data

- Ahead of peers, top 16% of peer group
- Developing appropriately for peer group

High	70th - 84th percentile
Medium	32nd - 69th percentile
Low	17th - 31st percentile
- Developing behind peer group, may require outside support, bottom 16% of peer group

William is a capable student who uses a careful, deliberative approach to solving complex problems. William's strong performance on the abstract reasoning task indicates that he is especially good at visualizing and solving abstract problems, an important skill as William moves through high school. William also exhibits above average visual and verbal memory, which will benefit him in all aspects of learning.

William demonstrated a weakness in working memory, indicating that he has difficulty holding on to incoming information that he needs to accomplish tasks. Given the importance of working memory in all areas of learning, this might be contributing to the learning concerns you indicated on the parent questionnaire. In school, you might see weaker working memory interfere with solving math equations, reading comprehension, or following multi-step instructions. On this assessment, William's slower pace on the tests involving complex problem solving might indicate extra effort needed due to working memory difficulties. Slowing down and taking a more deliberative approach was a successful compensation strategy.

To help William demonstrate his full potential across domains, it will be important to offer concrete strategies to support his working memory. The Next Steps section of this report will direct you to specific information about working memory. It also will provide links for recommendations to support all the assessed skills, including William's stronger visual skills.

Performance by Skill

This report is organized by the four major domains of learning: speed, executive functions, complex reasoning, and memory. Within the domains, we tested 10 cognitive skills. You will find descriptions of these 10 cognitive skills grouped by domain. You will then read a description of how William performed on a test of each skill. This description of how William learns will help you recognize which activities will come more easily to him and anticipate which may require more support. Mindprint uses the information within this report to tailor recommendations in William's Toolbox. You will find these recommendations when you log in to your

Mindprint Learning account. We hope you will make good use of the Toolbox since exposure and practice could lead to cognitive improvements.

SPEED



How fast students work can have a large impact on school performance. Students who work efficiently are able to complete thoughtful work within the expected time. They can use any extra time to refresh and be more relaxed for the next task.

Students who work at a slower pace may find that they simply cannot get all their work done in the allotted time. These students may not be able to finish tests or they may take a long time to complete homework. This can leave students feeling stressed or anxious.

Some students accept the slower pace. Others rush through their work too quickly, however, anticipating that even if they try their best, they will still not be able to finish or come to the correct answers or understanding of the material.

There are two types of **speed** that affect performance: **visual motor speed** and **processing speed**.

Visual Motor Speed

Visual motor speed is the rate at which a student can see and physically respond. Athletes usually have excellent visual motor speed. In school, students with strong **visual motor speed** might be fast at typing, copying assignments from the board, or efficiently handling procedures in the science lab.

On a test of **visual motor speed**, William was shown one square on the screen and asked to click on it as quickly as possible each time it reappeared. The square changed locations and became smaller as the test progressed. This simple task was William's first test, designed to make him comfortable with the testing environment and to create a baseline for how quickly he can react when he does not need to think about his answers.

William performed **above the expected range** on our test of visual motor speed. William should be more efficient than his peers on activities that depend primarily on good visual motor speed and reaction time. If you would like suggestions on how William can further develop his visual motor speed, you can do a customized search for visual motor speed in his Mindprint Toolbox.

STRENGTH

This is a partial sample report. Full reports provide detailed descriptions of all 10 skills assessed, their impact on learning, and how best to approach strengths and weaknesses.