

SPARK Learning Assessment

SAMPLE REPORT



A whole-child cognitive educational assessment that provides actionable insights into how LD students learn

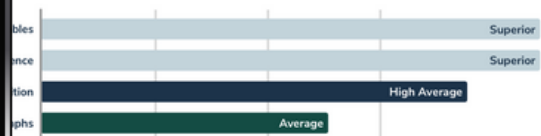
- + Contains a comprehensive learning overview per learner, including a consultation, two-session assessment, and report.
- + Establishes a cognitive and skills baseline to help get learners on the path to their potential.
- + Matches a student with a personalized instruction plan aligned to their unique strengths and weaknesses.
- + Provides a detailed look at a student's strengths, challenges, and how they learn best.

Literacy Definitions

1	2	3	4	5
Phonics (or "alphabets") linking written letters to their sounds forming spelling patterns	Fluency achieving speed, accuracy, and expression in reading	Comprehension understanding the concepts read or heard	Vocabulary knowing words (both oral and written) and their meaning	

Learner Profile	Percentile Range				Standard Score Range				
	Row Score	St. Score	%	VI	>74	25-74	9-24	2-8	<2
Domain Scores	Row Score	St. Score	%	VI	Above Average	Average	Low Average	Low	Very Low
Neurocognition Index	NA	93	32	Yes		X			
Composite Memory	108	114	82	Yes	X				
Verbal Memory	56	109	73	Yes		X			
Visual Memory	52	113	81	Yes	X				
Psychomotor Speed	148	96	40	Yes		X			
Reaction Time	749	92	30	Yes					
Complex Attention	28	84	14	Yes			X		
Cognitive Flexibility	3	77	6	Yes				X	
Processing Speed	45	95	37	Yes		X			

Scores



Accelerating the path to success

The SPARK Assessment is a whole-child evaluation that gives educators and parents insights into a child's unique learning needs much faster than traditional clinical evaluations. It quickly establishes a baseline for each learner, which we use to match them to the optimal programming that suits their strengths and challenges. The assessment provides a complete learning profile for a learner, including information on how they learn best.

The goal of the assessment is to identify any gaps that exist between a child's potential and their current performance, and recommend programming that has been proven to develop the right skills and strategies to close the gap.



Learners with a diagnosis

A diagnosis can be helpful in orienting educators and parents in the right direction for treatment, but many times a diagnosis summarizes a learner's challenges into an overly simplified label. In reality a learner's abilities and differences vary based on their learning profile, which a diagnosis alone doesn't provide.

Whether or not a learner has a diagnosed learning difference, the in-depth learning profile provided by our assessment will help you understand their unique strengths and challenges.

The whole-child assessment examines 5 dimensions of developmental skill areas that commonly require additional support in neurodivergent learners. These skills areas are used to determine a baseline for the child.



Emotional & Behavioral

Helps determine any social-emotional factors that can inhibit the learning process, like body regulation, distractibility, endurance, and more.



Cognitive Skills

A baseline that measures a learner's reasoning, processing, and problem-solving capacity. Those with learning differences and average-to-high IQs often have underdeveloped executive function profiles, resulting in underutilized cognitive abilities.



Executive Functioning

Scores on a set of metacognitive skills used to control abilities and behaviors like attention, organization, planning, and working memory. Understanding a learner's strengths and weaknesses is crucial to help them consume and process information, facilitating their learning.



Literacy Skills

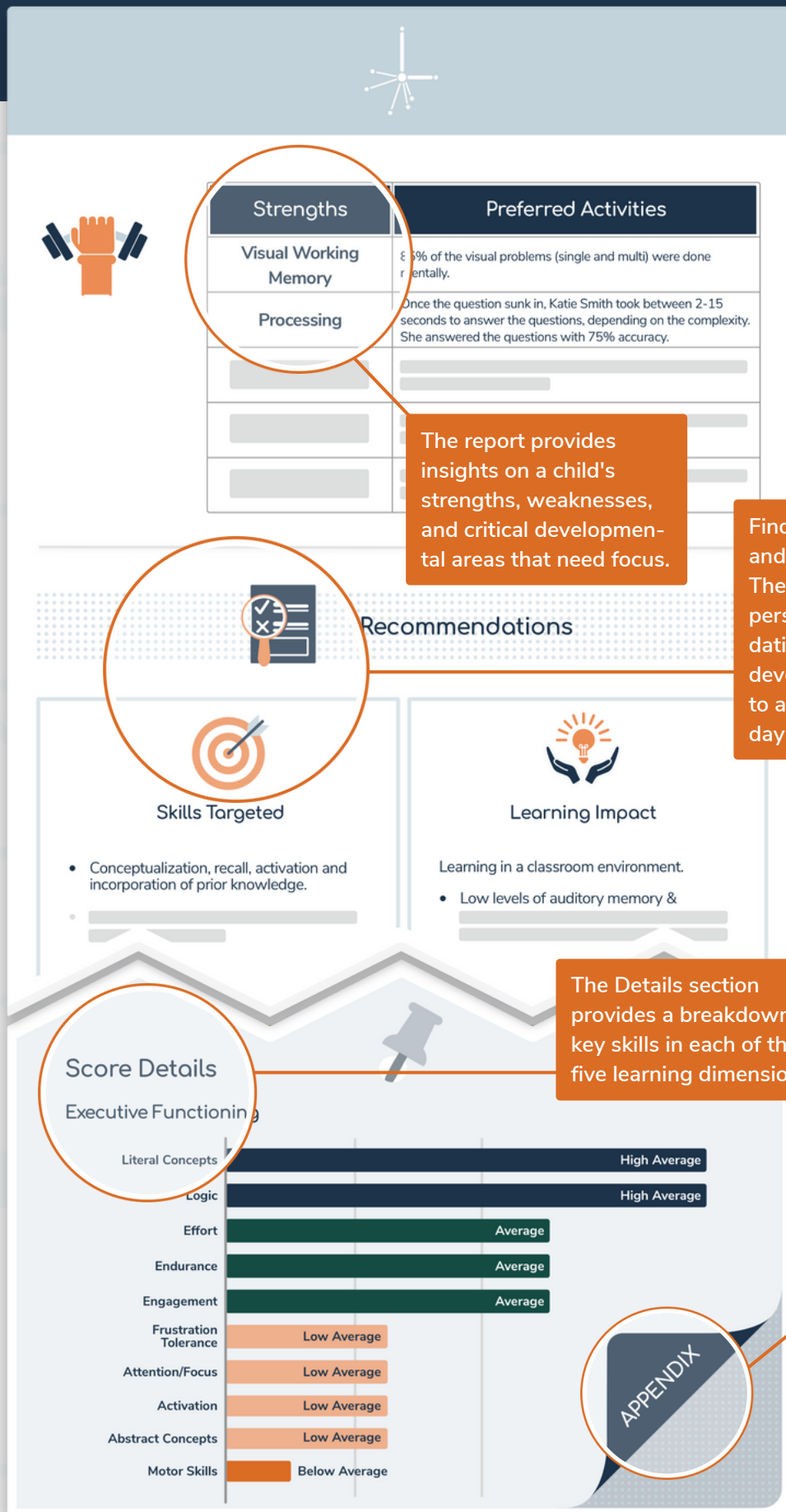
Measures a learner's reading and writing skills at grade level. Skills areas tested include decoding, fluency, comprehension, automaticity, and more.



Math Skills

Measures a learner's math skills at grade level, based on abilities in computation, problem solving, story problems, and conceptual understanding.

Reading the Report



SPARK Learning Assessment

Learner Report

— 2nd Grade —

Katie Smith

DOB: October 13, 2013

Date(s) of Screening: January 11th, 2021, January 15th, 2021



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Summary

Katie is an amazing 8-year-old girl, who is a delight to work with! She is hard-working, smart, creative, and a visual learner. She was found to have challenges processing and retaining information, following instructions, and initiating/finishing tasks in the classroom and at home. Her parents and teacher both reported that Katie is extremely bright, but also that she does not try hard enough.

Tests Conducted

- CEFI - EF (Parent Intake)
- Learnfully Literacy Aptitude Screener (1-1 w/ Educational Specialist)
- Learnfully Math Aptitude Screener (1-1 w/ Educational Specialist)

Learner Strengths & Challenges



Strengths	Preferred Activities
Visual Working Memory	85% of the visual problems (single and multi) were done mentally.
Processing	Once the question sunk in, Katie took between 2-15 seconds to answer the questions, depending on the complexity.
Logic Patterns	Katie answered 100% of the questions (single and multi step) in 5 seconds or less.
Literal Concepts	Katie answered 100% of the questions (single and multi step) in 5 seconds or less.
Visual Memory/Recall	Katie could recall information with 90% accuracy.
Spatial Processing	Questions were answered at a 67% rate. Her estimates were more accurate than the actual.
Engagement	Highly engaged with topics related to Katie's interests and non-fiction in nature.



Challenges	Disliked Activities
Activation	Katie had 9 redirects when she was distracted for more than 30 seconds, 100% of them were when she had a task that was not preferred.
Endurance	Katie needs/asks for assistance while doing non-preferred tasks. Takes about 5-10 seconds longer to answer questions.
Focus/Attention	Katie's longest continuous focus time was 4 mins and 10 seconds and the average was about 3 mins.
Effort	Katie worked hard, but could not show what she's capable of.
Frustration Tolerance	She appears to avoid being wrong. He once took 2+ mins to say "I don't know" instead of just not doing it.



Recommendations

Type	Duration
Orton Gillingham Instruction	2 x 45 minutes weekly
Comprehension Strategies	2 x 15 minutes weekly

Skills Targeted



- Conceptualization, recall, activation and incorporation of prior knowledge.
- Strengthen expressive language (in oral and in written form).

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Learning Impact



Learning in a classroom environment.

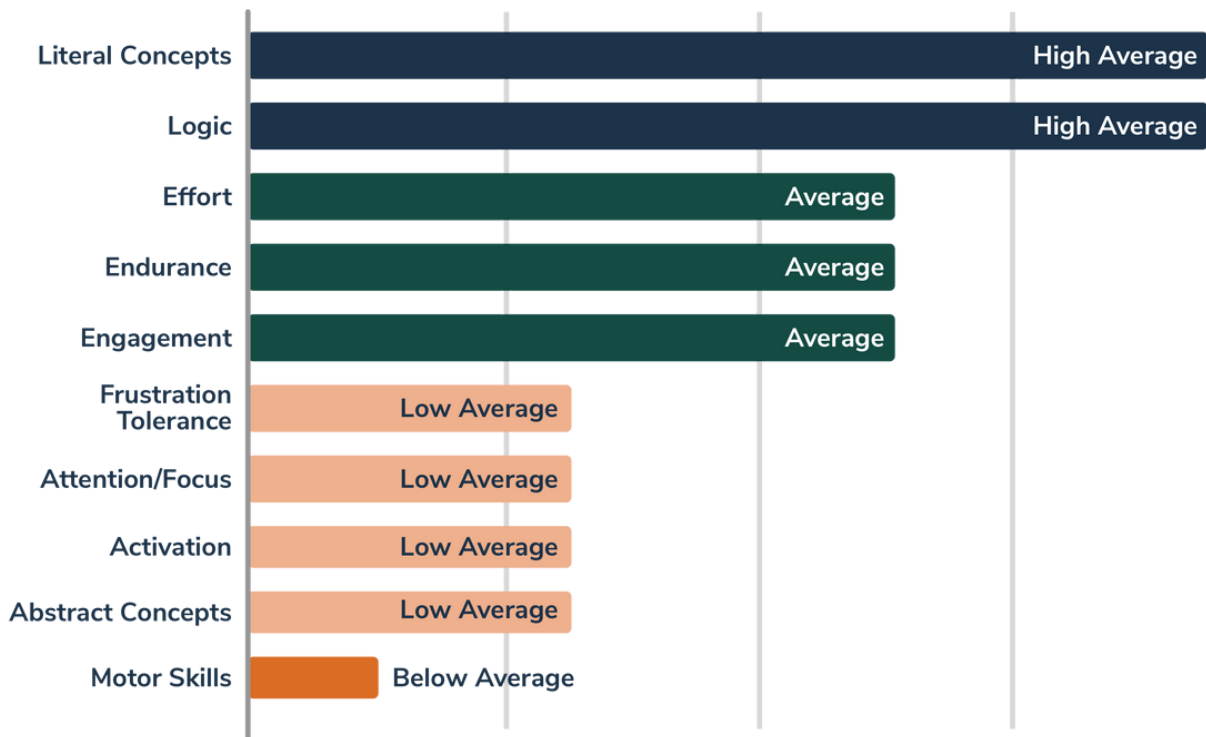
- Low levels of auditory memory & processing could make verbal instruction difficult for the learner, especially multi-step instructions.

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Executive Functioning Scores

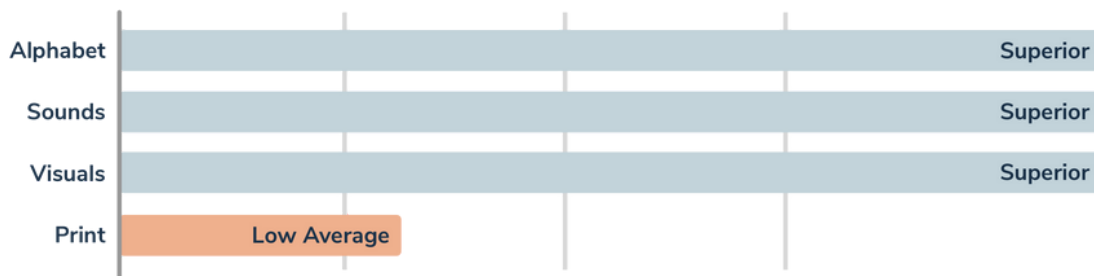
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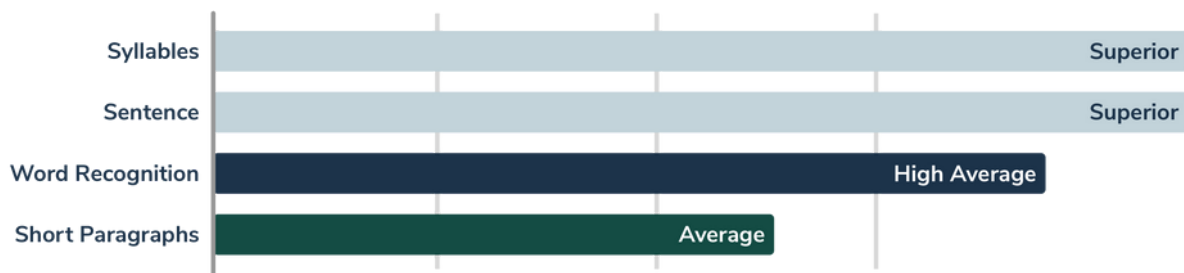
Literary Scores

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Concepts - Phonemic



Decoding



Contact Us

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