

SPARK Learning Assessment

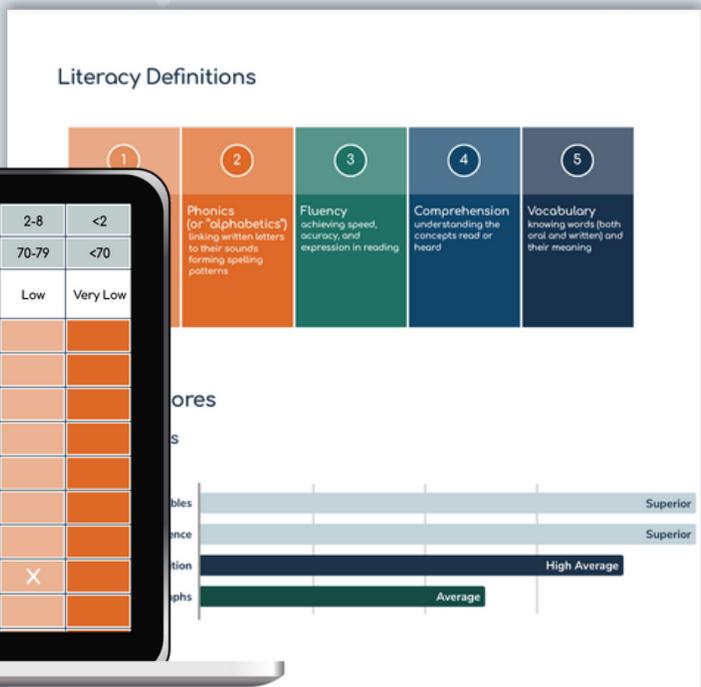
SAMPLE REPORT



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.

Learner Profile	Percentile Range				>74	25-74	9-24	2-8	<2
	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			



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



The report provides insights on a child's strengths, weaknesses, and critical developmental areas that need focus.

Findings that matter in and out the classroom. The screening pinpoints personalized recommendations to help a child develop skills important to academic and day-to-day life.

The Details section provides a breakdown of key skills in each of the five learning dimensions.

The Appendix gives definitions of developmental concepts and scoring guidelines.

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).

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.



Executive Functioning Scores

SAMPLE



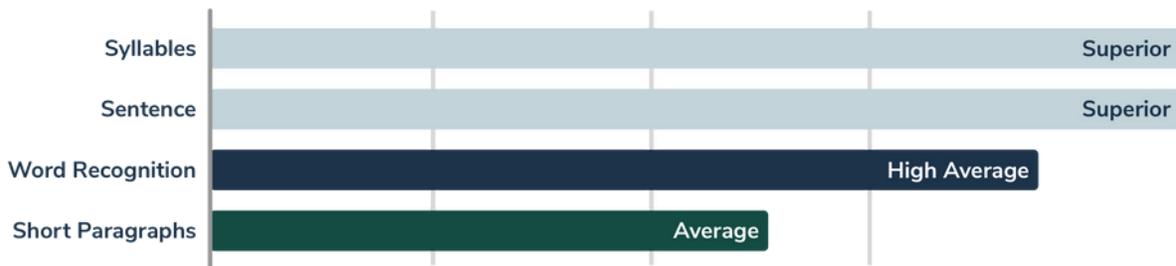
Literary Scores

SAMPLE

Concepts - Phonemic



Decoding



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