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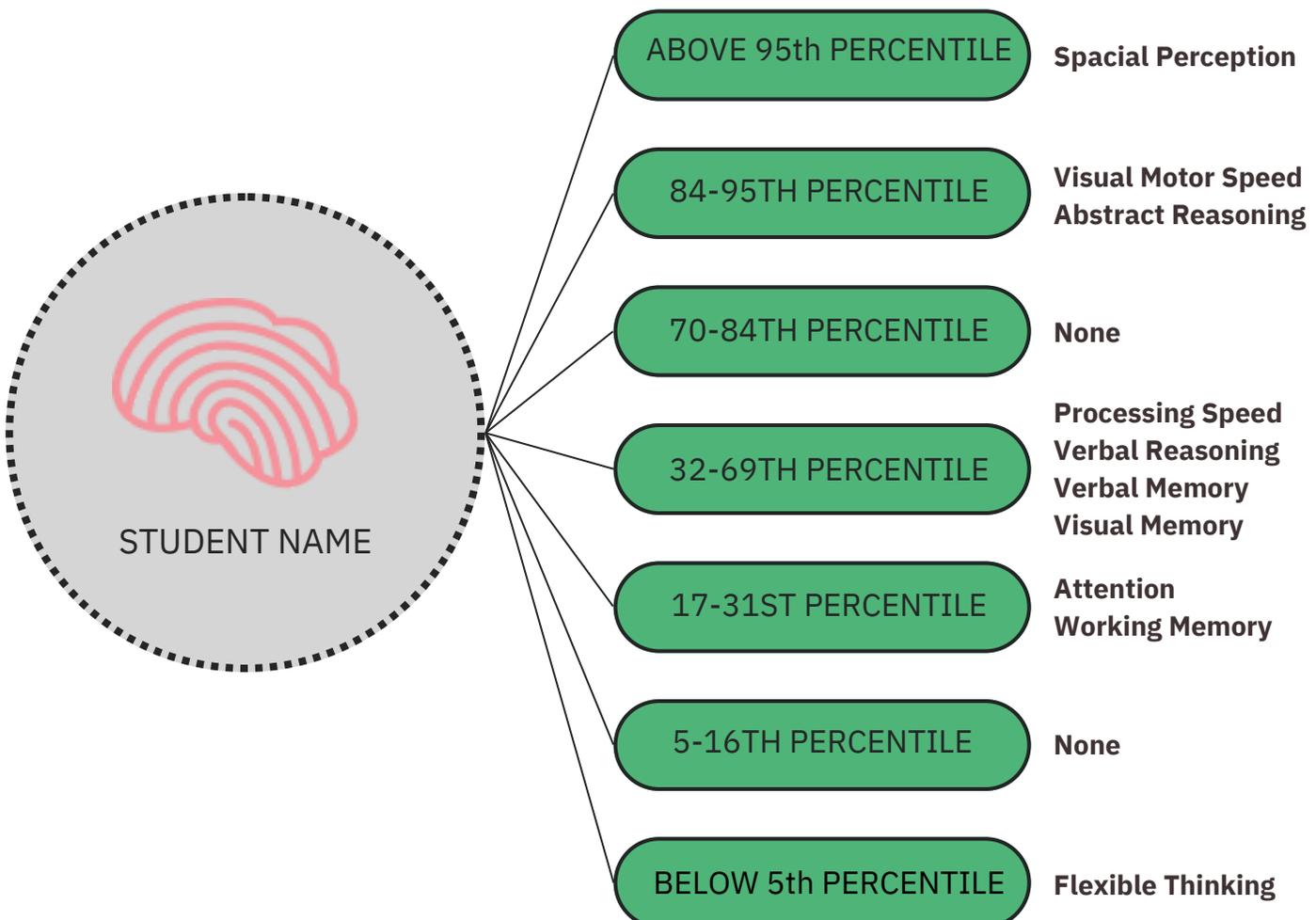
17 year old male / Test Date: June 30, 2022

DISCLAIMER

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SUMMARY RESULTS

Based on standardized, normative data. Percentiles based on performance against age group.



Wes 's Stronger Skills

- **Visual Reasoning:** Wes shows good capabilities with visual-spatial and abstract concepts. Wes 's good ability to make sense of non-language based information such as patterns, graphs, and imagery can be important across subjects, particularly in math and science.
- **Flexible Thinking:** Wes 's strong flexible thinking shows he can take feedback and shift his thinking. This is an important skill to support his complex problem solving, even in topics he finds challenging.
- **Working Memory:** Wes 's working memory enables him to hold on to information in short term memory, a key skill for multi-step problem solving, note taking, and organization.

Wes 's Skills to Support

- **Verbal Reasoning:** Wes had relative difficulty with the verbal reasoning task. Verbal reasoning, or the ability to understand what you read and hear, is central to academic learning.
- **Visual Memory:** Wes had difficulty with visual memory which could affect his ability to efficiently remember and recall visual information such as numbers, images, and charts.
- **Attention:** Wes 's attention was in the expected range, but he worked at a somewhat slower pace. You might notice that on longer tasks he sometimes has difficulty maintaining his focus or putting forth the needed effort.

Recommendations for Wes

- **Develop Verbal Reasoning:** Wes can use his stronger abstract reasoning skills to support his understanding of what he reads or hears. Using imagery, visualization and drawing pictures can help. Reading and discussion will be key for developing verbal reasoning. Wes also can listen to audio books or watch movies, followed by discussion of meaning, themes, concepts, and metaphor.
- **Use Verbal Memory:** Encourage Wes to use his stronger verbal memory to help remember visual or numerical information. Describing what he sees or reading the descriptions in the text will help his recall of graphs, diagrams, patterns, and other visual information.
- **Monitor Attention:** If you think that Wes might be having difficulty sustaining his focus on longer tasks, he might benefit from reduced distractions and more frequent, scheduled breaks.
- **Nurture Visual Skills:** You might want to provide Wes with authentic opportunities to discover his true interests so he continues to build his self-confidence, enjoy learning and apply his excellent problem solving skills. Wes might prefer activities in the natural sciences, art or design.

More recommendations can be found in [Wes 's Personalized Learning Plan](#)

Next Steps

After you've had sufficient time to read and review this profile, we hope you make use of the extensive resources available to you on MindprintLearning.com. If you wish to read more about the Mindprint tests [click here](#). Our site also has more information on each of the skills we address in this report. You can learn how they might change over time, the importance of effort and attitude, and material on several other pertinent topics. We also have an ever-growing database of free professional-recommended learning strategies and product suggestions.

 LANGUAGE ARTS (CCSS.ELA-LITERACY)

Skills	Strategies	Support	Watch	Nurture
Reading Efficiency (RL.2-12)				✓
Reading: Literature (RL.2-12)	<ul style="list-style-type: none"> Fiction Checklist (Bb) 			✓
Reading: Informational Text (RI.2-12, RH)	<ul style="list-style-type: none"> Non-Fiction Checklist (Bb) 			✓
Vocabulary (L.2-12)	<ul style="list-style-type: none"> Personalized Dictionary (E) 			✓
Writing (W.2-12)				✓

 MATH AND SCIENCE (CCSS.MATH.CONTENT)

Skills	Strategies	Support	Watch	Nurture
Expressions & Equations (EE, HSN.Q.A)	<ul style="list-style-type: none"> Solving Equations Checklist (B) 			✓
Problem Solving (MP, SP.A, MODELING)	<ul style="list-style-type: none"> Solving Equations Checklist (B) 			✓
Geometry & Functions (F.A, G.A-C, EE, MD.A-C, HSN.Q-R, NS)	<ul style="list-style-type: none"> Geometry Problems Checklist (B) 			✓

 STUDY SKILLS (COLLEGE & CAREER READINESS)

Skills	Strategies	Support	Watch	Nurture
Initiation				✓
Organization & Time Management				✓
Sustained Focus				✓
Decision Making	<ul style="list-style-type: none"> Awareness of Pacing Check Work on Tests 		✓	

Fiction Checklist (Bb)

Before I Read:

- Read assignment instructions. Re-state in my own words and picture what I need to do
- Review any related materials from class (including the outline, vocabulary, background info)
- Read the assignment questions

While I Read:

- Stop & summarize the main idea after reading each page or paragraph
- Create a picture (or movie) in my mind of the story
- Highlight and/or jot notes of what I need to remember: main idea, key vocabulary or details, info related to the questions

After I Read (if no questions):

- Summarize the main idea and key details; Draw a picture if it helps
- Think about how the topic/story connects to what we are learning in class
- Note any questions or comments I want to discuss with my teacher

Answering the Questions:

- Re-state the question in my own words
- Return to my notes in the reading that relate to the question. Re-read the section if needed

Non-Fiction Checklist (Bb)

Before I Read:

- Read assignment instructions. Re-state in my own words what I need to do
- Review any related materials (including vocabulary and notes)
- Skim assignment questions; jot down key words or concepts to look for

While I Read:

- Stop and summarize the main idea after reading each page or paragraph
- Highlight and/or jot notes of important information: key vocabulary and facts, info related to the questions
- Review all pictures or diagrams; read the captions

After I Read (if no questions):

- Summarize new concepts; add to my notes; draw diagrams if easier
- Look up vocabulary I was unsure about and add to my notes
- Write out any questions or anything confusing so I can ask in class

Answering the Questions:

- Re-read and re-state the question in my own words
- If I'm not sure of the answer, return to my notes or re-read that section

Personalized Dictionary (E)

Create a Personalized Dictionary

- Use a notebook to create your own dictionary for unfamiliar words you come across in reading or conversation. A stack of notecards works well too.
- Keep your notebook easily accessible and jot down words as you hear or read them.
- While or after you read, look up the definition and write it down. Put the definition in your own words to help you remember it better.
- Draw a picture to go along with the word if pictures help you.
- Use the words from your dictionary in conversations or in your writing. Aim for 3 times in a day. The more you use the word, the more likely you will be to remember it.

Teachers

- Teacher Notes:** Encourage repeated use of the words in students' personal dictionaries. For example, challenge students to use a new word in their work or conversation three times that day. Note students' new words and make a point of using those words in conversation. The more repetition and varied context, the more likely the student will remember the word and use it on his own.

Why it Works? (The Science of Learning!)

Vocabulary is highly correlated with reading comprehension skills. Research shows that students must experience new words at least six different times and in a variety of contexts to commit words to long-term memory. Many students are likely to skip over unfamiliar words and might never learn them without a structured approach to identifying, defining and practicing new words.

Best-suited for students with weaker: Long-term Memory, Working Memory (Source: Digital Promise Learner Variability Project)

Solving Equations Checklist (B)

Before I Begin Solving:

- Get scrap paper, pencils, notes/formulas, textbook, and additional materials such as graph paper, ruler, and calculator
- Read the directions
- If needed, review the example problems from my teacher, notes, or textbook

While I Solve:

- Read the problem twice. If helpful, draw a model or use a visual aid
- Use scrap paper to neatly write out the equation. If using graph paper, give each number and decimal point its own square
- Show my work so I can check it later
- Circle any problem I am unsure of so I can re-solve it at the end. Don't let myself get stuck on any one problem, move on, and try again later

After I Finish:

- Go back to any problem where I was unsure and re-solve. Avoid looking at what I did the first time through. If I'm still unsure, ask for help or circle to discuss with my teacher
- Estimate to see if my answer is close to my estimate
- Check my answers to make sure they are complete and make sense. Re-solve if needed. If I'm unsure, check my notes or ask for help
- Test how well I understand the concept by trying to explain why my strategy makes sense

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Geometry Problems Checklist (B)

Before I Begin:

- Get scrap paper, pencils, colored pencils, notes/formulas, textbook, and additional materials such as graph paper, ruler, calculator, and protractor. Get out my manipulatives.
- Read the directions
- If needed, review the example problems from my teacher, my notes, or textbook. Or have a list of axioms, properties, etc. so you can easily refer to them as needed.

While I Solve:

- Read the problem twice
- If no picture is given, decide if I need one. If so, draw it using a ruler, protractor, and graph paper to scale, if needed
- If I'm stuck, talk through or describe what I see in the problem out loud
- Show my work so I can easily check for computation errors
- Circle any problem I am unsure of so I can re-solve it at the end. Don't let myself get stuck on any one problem, move on, and try again later

After I Finish:

- Go back to any problem where I was unsure and re-solve. Avoid looking at what I did the first time through. If I'm still unsure, ask for help or circle to discuss with my teacher
- Check my answers to make sure they are complete and make sense

Awareness of Pacing

What It Is

Everyone needs to find a comfortable pace that enables them to work accurately and yet be able to finish their work in a reasonable period of time. Your pace will of course vary depending on your knowledge of the subject and the task at hand. However, you might find that you often work too quickly and have more mistakes than you should given what you know. Or, you might find that you sometimes work slowly and take a lot longer to finish or find yourself rushing at the end just to have something to submit. Your goal is to find your best balance of speed and accuracy so you can show your best work but aren't working longer than everyone else.

Managing Your Pace

- You will need a timer to track how long you are spending on assignments and a notebook where you can track your progress over time. You will use your timer and notebook every time you use this strategy to help improve your pacing.
- Before you start an assignment review everything that needs to be done to complete it. Estimate how long it should take you to finish. If it is a multi-part assignment, decide if you need to create estimates for each part.
- Write down your estimate in you notebook. Include the date, the subject, the time you start the assignment, your estimate for how long the assignment will take. Leave room to include when you finished and your observations about your pacing.
- Decide if you will keep your timer visible while you're working. Some students find it very helpful to keep them on track. Others say it makes them anxious. Consider using a [visual timer](#) which can feel less stressful than using a digital timer.
- Plan to stop and "check in" at regular intervals to make sure you are working at your estimated pace. For example, if you think an assignment should take 20 minutes, plan to check in after every 5 minutes or when you finish 25% of the problems in the assignment.
- At each check-in see if you are working ahead or behind your estimate and write your observations in your notebook. If you are working much faster than expected decide if you should go back and check your work. Is it possible you were working too quickly and might have errors?
- If you are behind schedule consider why. Are the problems more difficult than you expected or did you forget information and need to review it? Did you get distracted or interrupted? Or do you feel like work is going as expected and it just is taking longer? Whatever it is, write it down.
- Write down the time you finish and your final summary observations in your notebook. What went well? Why? What took longer? What could you do to work more efficiently next time?
- Keep track of your daily assignments in your notebook.

Check Work on Tests

All students but particularly if your student has a lot of scattered errors or inconsistent performance

Teach It!

Objective: Students will learn strategies for checking their work based on how much time they have, so they can use their time efficiently and effectively.

Instruction and Practice: Introduce and model the approaches for checking work on the next slide. Offer practice with each assignment so students can become comfortable gauging which checking strategies to use in different situations.

OER Resource: [Checking Work \(Teachers Pay Teachers\)](#)

Student Guide: Approaches to Checking Work

Gauge which approach to use depending on time remaining after finishing an assignment or test. (Note: Find specific strategies to double-check math problems [here](#).)

Limited Time Remaining: After completing a test or assignment, go back and scan to be sure that every question is answered.

Medium Time Remaining: Go back to the first question, cover the answer, and ask yourself what the correct answer should look like, in general terms. Should it be a fraction? A large number? A name? Then uncover your answer and see if it makes sense. If the answer makes sense move to the next problem. If the answer does not make sense, re-work the problem. Continue for each problem.

Plenty of Time Remaining: There's no better way to check work than to re-do a problem from scratch. Cover your answer and re-work or re-think the problem. Then, compare your new answer to the first attempt and see if they match. This approach might be most beneficial if you tend to rush through your work or finish well ahead of time.

Why it Works (the Science of Learning)!

Adults often tell students to check their work. However, they might be surprised to know that many students have never been taught how to check their work efficiently. Add to that, the approach will change somewhat depending on the subject, the amount of time, and the student's learning profile. Knowing how and when to use each checking strategy will help all students improve the quality of their work.

How Adults Can Support Verbal Memory

If your student has difficulty with verbal memory

WHEN IT MATTERS

Verbal memory refers to how you store and remember word-based information you read or hear. Students use verbal memory to remember the details of what they read or what was said during class presentations or conversations, as well as when studying facts or vocabulary for tests. Helping students understand how they use their verbal memory, and learn strategies that work for them, can help them become much more efficient in their studying.

WHAT TO KEEP IN MIND WHEN SUPPORTING YOUR STUDENT

- For students with weak verbal memory, it can be very confusing why they understand the information discussed in class or read in a book, but then are not meeting potential or performing well on tests.
- There are many memory strategies to choose from and students should try them out and then decide what makes studying easiest for them. Plan to introduce one strategy at a time, however, so they do not have to remember more than they can handle.

TOP GO-TO STRATEGIES

- Remind your student to take notes or jot down anything he thinks will be important at a later time. Building an awareness of what is essential to memorize and what they can get from notes is important.
- Make sure your students know that cramming or simply re-reading notes are the least effective ways to study. Once they learn other specific strategies, they will understand why.
- Teach students to [space out their studying](#). Have them make [study schedules](#) when preparing for tests.
- Present information using [multiple modes](#) so that students can experience and take in the information using different pathways. Hearing, speaking, touching and moving to engage with information reinforces learning and retention.
- Teach students to [link a picture](#) to the information they are reading or memorizing.
- Remind students not to memorize everything at once. Teach them to [break information into smaller, more manageable pieces](#).
- Help students [make connections to what they already know](#), instead of relying on rote memorization.
- Students who learn effective [note taking](#) skills will have an easier time going back and studying what they learned in class.
- Have students try out other [research-based memorization strategies](#) and decide what is comfortable for them. Ultimately, it is most important that your student begins to recognize and adapt when a weaker skill is interfering in learning. Middle or High School students can use [this checklist](#) to become more self-aware of their verbal memory. And find additional ideas for a student who has an [IEP or 504 Plan here](#).

How Adults Can Support Organization & Time Management

If your student is disorganized or has difficulty with time management

WHAT IT IS

Organizational skills include keeping your items in order and organizing your thoughts to write and speak clearly. Students can struggle with time management and organizational skills for a variety of reasons. Some just need to be taught and encouraged to use the right tools. Others, usually those with weaker executive functions, might need more continual reminders and support both home at school. It is critical to recognize that there is no single best tool or way to be organized -- everyone needs to find their own unique approach so adults should not force a single "right way". The goal is for adults to help students find an approach that works and then help the student stick to it. And if it stops working, be flexible and try something new.

TOOLS TO HELP STUDENTS STAY ORGANIZED

- Daily planners** can help students remember what they need and when. Traditional paper-based schedules tend to be more effective than digital because they are easier to view multiple days out. Additionally, the act of writing things down will help students remember on their own. Crossing off gives a sense of accomplishment. While paper is preferred, the reality is that most students might want to go digital. It might be best to let them try out digital options and see if they work. Here are some better options for [digital calendars and planners](#).
- Checklists** can be one of the most effective tools for organizing belongings on a daily basis to double-checking work on homework assignments.
- No one enjoys cleaning up, but keeping papers and desk organized will save students time overall and reduce stress. Use these strategies to [keep an organized homework space](#).
- Use a **visual timer** during homework or chores to help students recognize when they are taking too long or moving too quickly. Here are some good options for [timers](#).
- Graphic organizers and visual timelines** can help students organize ideas and present them in a logical sequence. In this case, digital options can be better because they allow students to easily organize and reorganize until they find an appropriate structure (in contrast to erasing or crossing out, which can get messy and confusing). Here are options for [graphic organizers](#).

How Adults Can Support Attention

If your student struggles to focus

WHEN IT MATTERS

Attention refers to one's ability to get started on work and then maintain focus on the activity or assignment. The key is to help students understand when it is easy to focus and when it is harder, and how to prepare for those tougher situations.

Attention is the skill that enables students to stay focused during an activity, even one that might not be much fun for them, such as homework or a long lecture. Supporting students' attention can help them work more effectively, stay better organized and manage their time so they are able to show their best work.

WHAT TO KEEP IN MIND WHEN SUPPORTING YOUR STUDENT

- Students will likely need support with organization, following directions and follow-through.
- Be as clear and concise as possible when giving guidance or instruction. Less is more.
- Start with one strategy and expect that you might need to continue to support and reinforce many, many times before it becomes habit. Only add a new strategy after the first becomes a habit. Don't overload students.

TOP STRATEGIES

- Help students get [organized](#). Make sure their classroom spaces are well-lit and stocked with everything they will need including paper, sharpened pencils, and highlighters.
- Guide your student to organize his homework space at home the same way. Other items to have on hand at home are a calculator and [reference books](#).
- Offer your students a checklist to make sure that distractions such as phones or games are out of sight. They should understand that [multi-tasking](#) will make work harder.
- Teach your student to organize and use a [daily planner](#) for homework assignments. While students can use a digital planner, handwritten planners often are more effective.
- Help students [create a homework plan](#) that they can use each night.
- Build in movement and breaks when possible. [Stress balls](#) can often help students get rid of some excess energy.
- [Reduce distractions](#) for your student by having her sit in the front of the classroom and away from friends who might try to talk during class.
- Encourage [active participation](#) to help your student stay engaged.
- Ultimately, it is most important that your student begins to recognize and adapt when a weaker skill is interfering in learning. Middle or High School students can use [this checklist](#) to become more self-aware of their attention. Find additional ideas for a student who has an [IEP or 504 Plan here](#).