



Fundamental Skills v2

Individual report





Individual report

Fundamental Skills v2 **normal**



Name:

Group: **4ºGrade B**

Date of application
2025-Mar-20

ID / N° enrollment

Level
3

Scale
b-04

Age at application
13 years, 11 months

Total time
5 min. and 59 sec.

identifier
5169960

version
2 rev.3

GENERAL FACTORS		Stanine reached [*]	Direct Scoring		
		(scale between 1 and 9)	total PD	PD min.	PD max.
FRV	V. REASONING Overall score obtained from the combination of CUM+CRM+CSM	4.5	22	0	51
FRM	Mathematical Reasoning Factor Overall score obtained from the combination of CSS+ESS+NSS	2.6	9	0	40
FLE	READING Overall score obtained from the combination of CUS+EUF+NTS	5.4	27	0	48

SPECIFIC ASPECTS		Stanine reached [*]	Direct Scoring			Statements	
		(scale between 1 and 9)	total PD	PD min.	PD max.	Number of correct answers	Nº or errors
	Vocabulary CUM	5.0	9	0	18	9	7
	First level of comprehensive reading CRM	2.8	4	0	18	4	9
	Following Instruction and extensive information CSM	5.8	9	0	15	9	4
	Cognition of numerical events CSS	5.8	9	0	15	9	3
	Arithmetical evaluation ESS	1.0	0	0	10	0	10
	Arithmetical problems solutions NSS	1.0	0	0	15	0	0
	Visual cognition CUF	7.7	15	0	18	15	2
	Visual discrimination EUF	4.2	6	0	15	6	7
	Fast and accurate reading NTS	4.2	6	0	15	6	7

SPEED AND EFFICIENCY in Aspectos Específicos		Global	CUM	CRM	CSM	CSS	ESS	NSS	CUF	EUF	NTS
	EFFECTIVENESS Proportion of correct answers over the number of responses given.	39.5%	50.0%	22.2%	60.0%	60.0%	0.0%	0.0%	83.3%	40.0%	40.0%
	SPEED Average time taken to answer each item.	2.6seg.	2.8s	2.7s	2.5s	3.0s	2.9s	2.6s	2.5s	2.4s	2.1s
	OMISSIONS Elements shown but omitted	32	2	5	2	3	0	15	1	2	2

Introduction

Quality of learning not only marks the academic life of a human being, but also their identity and destiny. The aim of this diagnosis is to detect the current status of the intellectual tools used to process information to transform it into knowledge and later, into wisdom. It does not pretend to measure intelligence, since it is a complex universe impossible to quantify, due to its continuous expansion and limitless versatility. The problem in learning is not a matter of lack of intelligence, but the level of current skills. All of them may improve through practice.

We are born with intelligence, but not with the knowledge of using and developing it: this is the scenario of intellectual skills. Learning is the complex result of cognitive factors (intellectual skills, study methodologies), socio-emotional factors (self-discipline, emotional and social balance) and physio-neurological factors (nutrition, health, neurological maturity). If we suitably pay attention to this learning triangle, only then we will obtain the expected result. In this diagnosis you will find charts, explanations and suggestions to efficiently increase the student's development, being very useful for students, parents, teachers and academic directors, following the goal to improve learning and life quality.

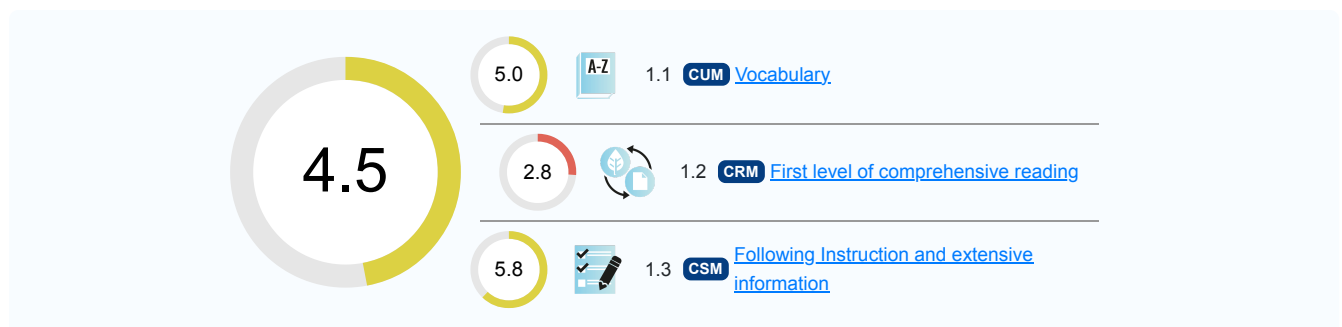
The objective of this concentrated version of the test is to measure the skills that condition fundamental learning, so as to diagnose in a focused way the skills that condition the three pillars of learning:

- written verbal reasoning
- mathematical reasoning
- comprehensive reading

Explanation of results

1) **FRV** Verbal Reasoning Factor

Result: **4.5** (**MEDIUM**)



Scores between 1 and 9. The higher the score, the *better*.

Learning depends fundamentally on verbal reasoning skills, since all information is processed through oral or written language.

Vocabulary, reading comprehension and follow-up of extensive instructions and information form the pillars of verbal logic. The relationship between these three ingredients is that each one is more complex and based on the previous one.

The student has obtained an **average score** in verbal reasoning. This means that they have enough language tools to successfully meet the academic challenges of their course.

It is necessary to verify if the three factors of the verbal reasoning are in good condition. The work of intellectual stimulation has to focus on those specific skills that are found at low levels.

Since skills are subject to continuous development, it is desirable to continue challenging verbal intelligence so that language tools promote higher quality learning and with less investment of time and energy.



1.1) **CUM** Vocabulary

→ result: **5.0** (**MEDIUM**)



Capturing semantic units referring to the level of acquired vocabulary.

The mental dictionary (vocabulary) consists of the units of language (words). The student who has a reduced vocabulary is limited to process the information and, therefore, the learning process is reduced. From 4th grade onwards, it is important to increase abstract vocabulary so the learning skills increase.

Vocabulary diagnosis shows an average level; this verbal logic tool is absolutely necessary for language in all its forms: reading, listening, speaking. When you have a proper mental dictionary, complete understanding of the information received may be guaranteed. In this case, commonly used words in the academic world may appear and spoil the complete access to knowledge. It will be necessary to improve this area.



RECOMENDATIONS:

To constantly increase vocabulary both at home and at school, we suggest the following activities:

- Systematic use of dictionaries of synonyms and antonyms.
- Creation of crosswords of increasing complexity.
- In text or reading books, write a synonym over an unknown word.
- It is recommended that parents and teachers constantly use the new words.
- Increase the use of Latin and Greek roots systematically to create a logic in the vocabulary.
- Reduce the use of neutral pronouns (this, that) and request the proper term.

1.2) **CRM** First level of comprehensive reading

→result: 2.8 (**LOW**)



Capturing semantic relationships, i.e. the first level of reading comprehension.

Reading comprehension is achieved by the proper relationship of words to get the central idea of a paragraph. To make this relationship properly, it is essential to dominate the meaning of the words involved, although the skill is measured independently of the vocabulary.

This is one of the basic intellectual tools for comprehensive reading. The student's profile is low and means that management of conceptual contents and abstract vocabulary is difficult. If this skill does not improve, it may seriously compromise learning and increase the tendency to memorize mechanically. Without comprehensive reading, following instructions and the higher level reading will be deficient.



RECOMENDATIONS:

To permanently improve reading comprehension both at home and at school, we suggest the following activities:

- Reading aloud; divide in paragraphs and request the central idea of each paragraph.
- Request the two or three most important words of a text, which synthesises the subject (they are normally nouns).
- Use proverbs and ask for a coherent explanation.
- Read fables, and above all, request the explanation and transfer of the moral to daily life.

- Ask for the causes or consequences of an action, not explicitly raised in a reading.
- Avoid asking open questions about reading comprehension ("Did you understand? Do you have any questions?") and instead request a verbalisation of the idea understood.

1.3) **CSM** Following Instruction and extensive information

→ result: 5.8 (MEDIUM)



Capturing semantic systems refers to the ability to integrate information extracted from several paragraphs.

The follow-up of instructions and the management of extensive information is given when a student is able to relate different paragraphs of a reading to get the meaning of a whole text or to follow an instruction.

Extensive information and instructions follow-up is the main skill for comprehensive reading and for language as a whole. The student's profile is average, meaning that they may conveniently face challenges involving verbal reasoning, although may suffer tiredness or difficulty if the contents increase in their complexity. It is recommended to practise this skill to become able to face future challenges.



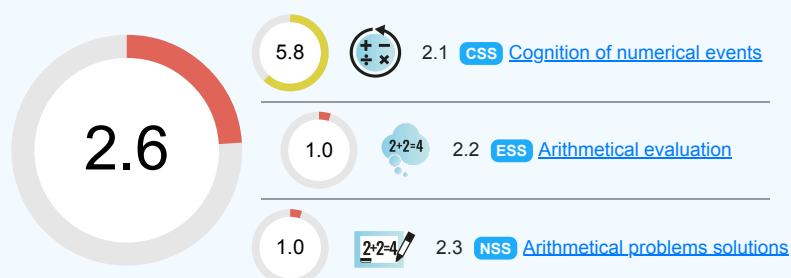
RECOMENDATIONS:

To permanently improve verbal instruction following, both at home and at school, we suggest the following activities:

- Gradually give more numerous and complex instructions; request repetition to check comprehension and order.
- Encourage strategy games where chance is not the basis.
- Preparation of craft work with different patterns and growing complexity.
- Reading descriptive articles and later recall to check the order and opportunity of events.
- Preparing cooking recipes, following the steps.
- Experimental science work, prior to verbalisation of the procedure to be followed.

2) **FRM** Mathematical Reasoning Factor

Result: 2.6 (LOW)



Scores between 1 and 9. The higher the score, the *better*.

The second pillar of fundamental learning is mathematical reasoning that affects not only the management of mathematics and its applications in the sciences, but also has repercussions on abstract reasoning: induction, deduction, implications, management of general symbolic information.

Mathematical reasoning exerts a decisive influence on the reflexive attitude and general logic, which favors analytical thinking and decision making, essential competences in daily life which affect all areas of human existence.

Since the mathematical area is based on "serial" knowledge, the difficulty to domain one process conditions the understanding of the following, causing gaps in knowledge that make it impossible to learn certain contents when the previous base is weak or nonexistent. This feature requires a proven mastery of each content so as not to compromise the general learning.

The average of the three skills which form logical-mathematical reasoning is low. The student will find difficulty in solving subjects where the symbolic language is fundamental, especially in arithmetic and, in the future, in other mathematical areas (algebra, geometry, trigonometry ...), since the base is always the arithmetic learned in the primary years.



A low level in this general ability will cause some of the following manifestations:

- Need of repetitions of explanations of arithmetical processes.
- Continuous failure in arithmetic tasks and exercises, with the consequent low grades.
- Tendency to evoke literally any arithmetic process without criterion.
- Low self-esteem for the continuous evidence of incapacity facing arithmetic and the belief of intellectual impotence.
- Delay in the progress that causes a retrograde and requires continuous revisions.
- Tendency towards indiscipline caused by the failure.
- Generation of anxiety and fear of tasks or challenges related to mathematics.
- Poor management of induction, deduction and implications. So the intellectual profile will be very primitive.

2.1) **CSS** Cognition of numerical events

→result: 5.8 (MEDIUM)



Skill in handling basic operations.

The skill to capture arithmetical facts is the first step for the suitable learning of the four arithmetical operations. The profile obtained is average, such that it may be said that the student has the necessary resources to face challenges based on this skill; however, it is convenient to develop it so that they can successfully solve challenges at a higher level.



RECOMENDATIONS:

To constantly increase the skills that condition the learning of arithmetic, both at home and at school, we suggest the following activities:

- Perform approximate weight, measure and distance calculations; subsequently verify the accuracy of the forecast.
- Daily exercises of mental calculation, gradually increasing complexity.
- Elaboration of arithmetic challenges.
- Use of software that challenges the use of arithmetic operations.
- Develop positive beliefs towards numbers; much of the success in this area depends on proposing a successful approach.

2.2) **ESS** Arithmetical evaluation

→result: 1.0 (LOW)

 $2+2=4$

Skill in evaluating mathematical symbolic systems, referring to the application of logic and reasoning.

The skill to create approaches towards an arithmetical problem is low; the student may find difficulties to select the appropriate operations or the order of use when facing an arithmetical challenge. First of all, it is recommended to assure that the student domains mechanically the four arithmetical operations and afterwards develop the logic.



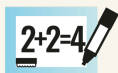
RECOMENDATIONS:

To develop the arithmetical evaluation skill, we suggest the following activities:

- Solving arithmetic problems, emphasizing their approach.
- Request the verbalization of the approach to clarify the procedure.
- Different approaches to solve a problem.
- Completion of arithmetic crosswords.

2.3) **NSS** Arithmetical problems solutions

→result: 1.0 (**LOW**)

 $2+2=4$

Ability to generate a solution to the problem by appropriately using operations to give an accurate answer.

This is an essential skill for the solution of arithmetical problems. The student has obtained a low level. After dominating mechanically the four operations and the adequate selection of the correct one, the application of the entire process towards a problem becomes necessary. Given this result, the student may find serious difficulties in the solution of arithmetical problems, so it's absolutely necessary to improve this skill.



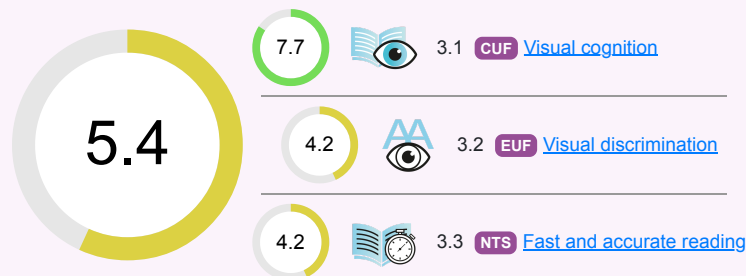
RECOMENDATIONS:

To develop the arithmetical problem solving skill, the following activities are suggested; match challenges to the capacity level and gradually increase their complexity:

- Performing calculations of weight, measure and size; then verify accuracy.
- Help in food shopping; start from a budget and account for the products purchased.
- Bring a savings notebook to practically consider the arithmetic operations.
- Arithmetic games: crossword puzzles, computer challenges.
- Propose different arithmetical challenges and compare the erroneous answers with the correct ones.

3) **FLE** Reading Factor

Result: 5.4 (**MEDIUM**)



Scores between 1 and 9. The higher the score, the *better*.

We measure the skills that condition reading because this is the fundamental tool for long-term learning. Its roots are in the elementary years and its gradual and systematic development is very important.

International evidence, particularly PISA of the OECD, gives reading a crucial role in the development of a country. In the globalization that we live the needs of learning must respond to the challenges presented by the culture and international competitiveness.

The reading skills diagnosed here refer to the mechanical aspects of reading, which are the base for reading comprehension, measured mainly with the skills of logical-verbal reasoning.

The visual skills that affect the reading are subject to development and we are not born with them. The eyesight, as the physical reaction of the eye to the light, is different from the view that is considered as an intellectual function (to understand what we see). We are born with eyesight; the vision must be developed with proper exercising.

The results of the diagnosis announce that has an **adequate profile** of reading skills. Since the skills diagnosed here form only the mechanical part (antecedent) of the comprehensive reading, it will be necessary to verify if the logical-verbal reasoning skills are at an expected level, otherwise, there won't be an adequate reading.



If detected problems are related to the mechanical aspects of reading, it is rather due to a lack of adequate methodology or systematic exercise.

3.1) CUF Visual cognition

→ result: 7.7 (HIGH)



Visual integration ability that enables recognition of word shapes.

The visual input of information into the brain is dominant in information acquisition; 80% of the information we process is captured by the visual channel. Therefore, it is essential to know the accuracy and quality of this capture.

Visual closure is a fundamental skill for mechanical aspects of reading; it is the basis for this function to be completed in a fluent manner, without stress and accurately. The profile of this resource is high, such that we may assure that the visual input of information is at a good level. It is possible, however, to definitely improve this skill.



RECOMENDATIONS:

This skill refers to cognition of visual and auditory incentives, especially due to its strong impact on learning. As visual and auditory cognition is faster and more accurate, the brain will have a more complete data contribution to continue with the information flow until transforming it into learning.

The level obtained is high, however it can be enriched incessantly. The suggestions are:

- Increase speed and accuracy of saccadic movements (displacement of eyes through words during reading):
 - Read the first and last letters of each line, at a uniform rate, faster and faster. Frequency: every day. Duration: 1 page book.

- Read the third and penultimate letter of each line at an increasingly faster, steady pace. Frequency: daily. Duration: 1 page of a book
- Using the microscope in the experimental sciences.
- Sports practice where detailed visual monitoring is required: ping pong, baseball, tennis, etc.
- Perform systematic binocular exercises to increase fusion of the eyes in a coordinated way.
- When using computers or screen-based games (video games), alternate near-far vision to prevent the development of myopia. Similarly, avoid placing the computer in front of a wall instead, position it with a wide field of view to facilitate this change in focus (near-far).
- When reading, do the near-far exercise after each page, to relax the vision and not exhaust the ocular muscles: focus the sight as far as possible for 5 seconds; afterwards focus the reading page, also for 5 seconds. This change is made five times. Afterwards, the eyes are closed, 5 deep slow and rhythmic breaths are made, relaxing the eyes as much as possible. This exercise assures proper visual hygiene.

3.2) **EUF** Visual discrimination

→result: 4.2 (**MEDIUM**)



Ability to discriminate differences in pseudowords.

This skill affects reading speed by detecting familiar words and associating the stranger ones with patterns previously installed in the mind. In addition, it has an important impact on spelling and the capture of differences and similarities.

Visual discrimination is a basic skill to capture differences and similarities and is required in spelling, experimental sciences and all academic activities requiring attention to details. The diagnosis shows that this skill is at an average level, such that the student may have difficulties in situations where the challenge were greater. It will be necessary to improve this skill for future situations of a higher academic level.



RECOMENDATIONS:

Although the level achieved in the skill of visual discrimination is adequate, you can increase your child's performance with the following suggestions:

- Games or activities paying attention to visual details: "find the differences", "find absurdities in an image".
- Consciously stress relevant details in mathematics.
- Systematic work on spelling, increasing word complexity. Pay more attention to how words are written rather than the rules.
- Practise spelling in English.

3.3) **NTS** Fast and accurate reading

→result: 4.2 (**MEDIUM**)



Ability to decode sentences with speed and understanding.

Fluid, fast and accurate reading conditions the reading comprehension. Along with the visual capture influence the reading with the following functions:

- Saccadic movements are the movements that are made by eyes, on the paper, in a fast and precise way to send the information to the brain.
- Fixations: is the time in which the eyes capture the information to originate the saccadic movements to the next block of words.
- Binocularity: it is the coordinated function of the two eyes to work as a team.

This is a skill affecting quickness in mechanical aspects of reading. As the most important tool for learning is the reading process, speed, accuracy and easiness of this function are basic. The student has obtained an average level; this is an intellectual factor to be improved for a better handling of information provided by reading.

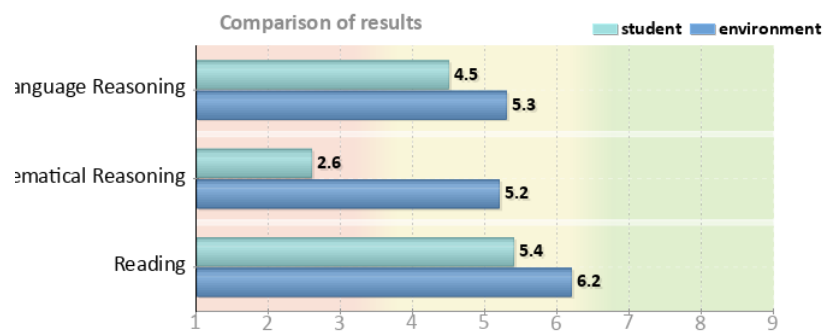


RECOMENDATIONS:

To develop the fast and accurate reading skill, the following activities are suggested:

- Systematically perform saccadic exercises at greater speed over the second and last letter of each line. In this way, reading speed and accuracy will increase.
- Reading at night before sleeping: biographies for primary education and historic novels for secondary.
- Learning another language.
- Doing crosswords of increasing complexity.
- Reading aloud (especially until the 6th year of primary education).

Results compared with the national average (*)



(*) The results of the environment correspond to the average results of the platform of the students of the same course and country (ES) as the student.

Conclusion

The three general skills that have been diagnosed establish the foundation for primary and secondary learning. If any of the general skills are deficient it can affect the performance in the learning regardless of the effort on the programmatic content that is made.

It is convenient to remember that intellectual skills not only affect the academic school area but also affect children's sense of identity, their self-esteem, their projection into the future and open or close the doors for their later development.

We were born with an intelligence, but we have to learn to use it in a productive way to achieve effective learning. That is our challenge. That is the hope of our children and our country.