

Profile of Cognitive Skills for Learning

Student: _____

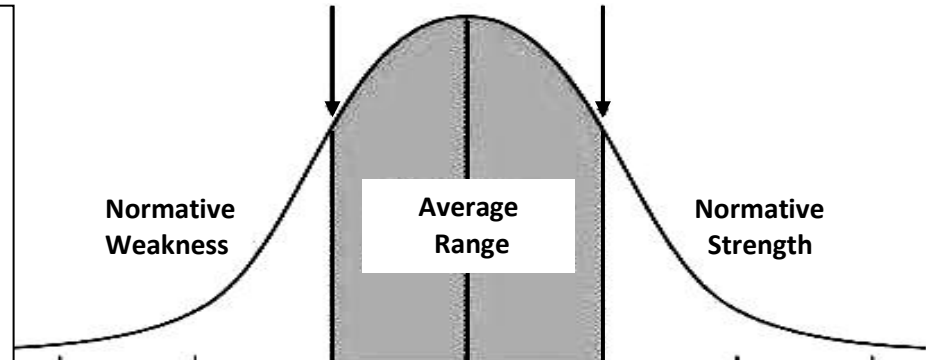
Date: _____

Tests: _____

The student's performance on diagnostic tests is compared with national norms for children the same age.

Most children (68 in 100) demonstrate skills within the "Average Range".

Scores below 85 indicate a possible "Normative Weakness" that may impact school learning.



Broad Cognitive Ability	Composite or Test	55	70	85	100	115	130	145
<p><u>Crystallized Knowledge</u></p> <p>The breadth and depth of the child's acquired knowledge within a culture, and the effective application of this knowledge. This includes language development, listening ability, vocabulary, and general information.</p>								
<p><u>Fluid Reasoning</u></p> <p>The child's ability to solve novel problems by using reasoning abilities such as induction (discovering the underlying rules or characteristics that govern a problem) and deduction or sequential reasoning (following the initial rules and following steps to solve a problem).</p>								
<p><u>Mental Processing Speed</u></p> <p>The child's ability to fluently perform mental tasks automatically, especially when under pressure to maintain focused attention or concentration.</p>								

Broad Cognitive Ability	Composite or Test	Normative Weakness		Average Range	Normative Strength			
		55	70	85	100	115	130	145
<p><u>Visual Processing</u></p> <p>The child's ability to use visual information to learn, including perceiving, remembering, manipulating, and thinking with visual patterns.</p>								
<p><u>Auditory Processing</u></p> <p>The child's ability to use sound information to learn, including perceiving, analyzing, and synthesizing auditory patterns. This includes the ability to identify, isolate, and mentally analyze speech sounds (i.e., phonological awareness).</p>								
<p><u>Short-Term Memory</u></p> <p>The child's ability to take in and hold information in memory, and then use it within a few seconds. This includes memory span (remembering elements in order) and working memory (holding information in memory while mental processing that information). All thinking occurs in working memory, so it is critical to all school learning.</p>								
<p><u>Long-Term Memory</u></p> <p>The child's ability to store and efficiently retrieve newly learned or previously learned information. This includes recall memory, associative memory, and rapid naming. Rapid recall of name information is related to reading development, and weaknesses are associated with reading disability.</p>								