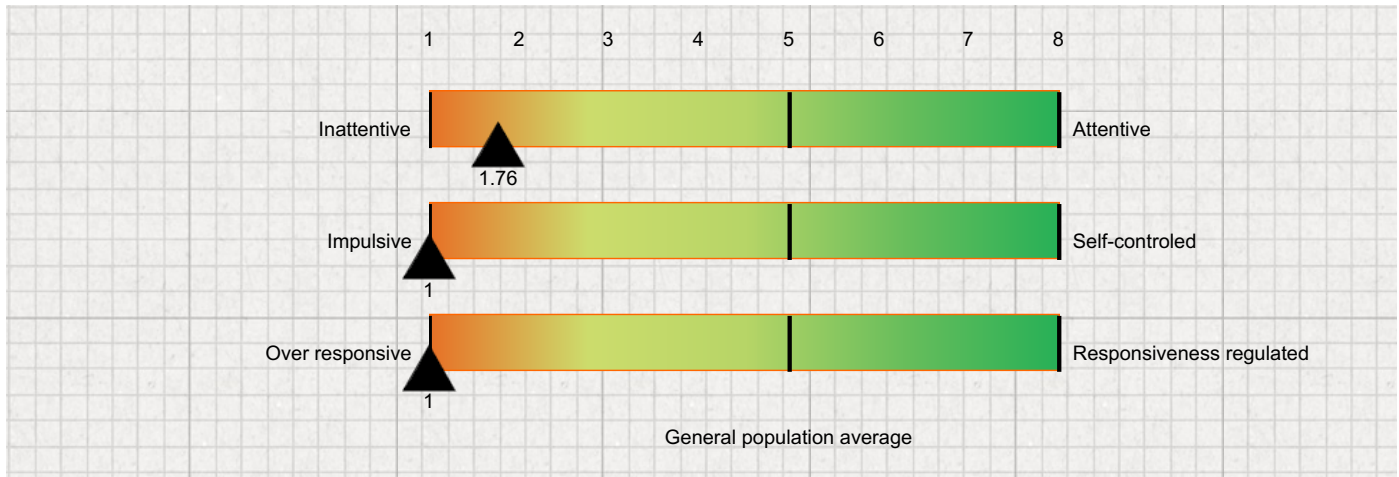


TEACHER'S REPORT

Student name: xxxxxxxx Educator name: xxxxxxxxx
Student id: 888901 Gender: xxxxx
Female Test date: Jun 22, 2017
Test age: 9 Test ID: 750679











TEST RESULTS

According to the observed performance, Axon School analysis indicates an below average level of attentional performance.
















PERFORMANCE ENHANCEMENT RECOMMENDATIONS

The following information can be used in order to assist with student performance.

Metric	Result	Relevance
Self-control The ability of appropriate response usually after attaining the relevant information	Performance was found to be below the normative level	In daily life, this could be expressed as a tendency to react before adequately processing information. In a classroom setting, this could manifest itself as skipping details in an assignment, inaccuracy in reading or calculating, or difficulty in waiting one's turn
<div>  » Ask the students to review their work before handing in or submitting it.  » Teach the student how to list and plan activities.  » Remind the student of forthcoming deadlines or tests.  » Encourage the student to double check assignments or tests before submission.  » Teach the student how to use the wall clock in order to pace time during exam.  » Teach the student how to organise material for studying. </div>		
Motor regulation The ability to suppress inappropriate reactions	Performance was found to be below the normative level	In a classroom setting, this could manifest as constantly moving while seated, difficulty in sitting still, constant talking and fast speaking.
<div>  » Allow the student to take short breaks for some physical activities.  » Allow the student to scribble, to use a squeeze ball or a fidget cube. </div>		


TEACHER'S REPORT

Student name: xxxxxxxx Educator name: xxxxxxxxxx
Student id: 888901 Gender: xxxx
Female Test date: Jun 22, 2017
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Metric	Result	Relevance
Attentiveness The ability to remain focused and respond correctly and quickly to a monotonous task	Performance was found to be below the normative level	In a classroom setting, the student might seem to be daydreaming, unable to stay focused and follow through on tasks. She doesn't seem to listen when spoken to. She has trouble following instructions
<div>  » Post the daily 'to do lists' and reminders in key and visible places in the class. </div> <div>  » Give simple and concrete instructions. </div> <div>  » While teaching, use the child's name when questioning and when presenting the taught material. </div> <div>  » Encourage active learning in class by using multi-sensory methods such as the use of visual, auditory and kinesthetic sensory channels. </div> <div>  » Keep the students active and involved by asking questions, and allocating tasks and assignments during the lesson. </div> <div>  » To elevate interest and attention level, enrich the material by telling stories and using imageries. </div> <div>  » Write the daily timetable on the board, and ask the student to read it aloud to the class. </div> <div>  » Advise students, as soon as possible, of any change in the daily timetable. </div> <div>  » Stand close to an inattentive pupil and slightly touch his/her shoulder as you teach. </div> <div>  » Teach students to read wall clocks, and use them in class to manage their time during exams. </div>		
Performance over time The ability to maintain continuous concentration over a long period of time	Performance has decreased between the beginning and the end of a test	In a classroom setting, this could be expressed as fatigue-like behavior when reading an uninteresting text, in decreased attentiveness toward the end of class or during the latter hours of a school day.
<div>  » Allow short breaks during lessons. </div> <div>  » For better performance, exams should be given at the start of the day. </div> <div>  » Give the students tasks that will allow them short active breaks, such as bringing stuff and material from the office. </div>		
Performance under visual distractions The ability to ignore visual disturbances that are irrelevant to the task	Performance has decreased when visual distractors were present	This could be expressed in distractibility when a large number of distractors are present in the environment, including dense text and numbers
<div>  » Keep walls in class free of distraction, and with least possible stimulations. </div> <div>  » Make sure that handouts and assignments are presented in large fonts, well-spaced and short texts on each page. </div>		

TEACHER'S REPORT

Student name: xxxxxxxxx Educator name: xxxxxxxxx
Student id: 888901 Gender: xxxxx
Female Test date: Jun 22, 2017
Test age: 9 Test ID: 750679

Metric	Result	Relevance
Performance under auditory distractions The ability to ignore auditory disturbances that are irrelevant to the task	Performance has decreased when auditory distractors were present	This could be expressed as difficulty working in a loud environment
 » Make sure to provide a quiet and calm class environment, particularly during exams.		