## **1. Technical User Workflow (For Development Team)**

### **Phase 1: Teacher Dashboard & Onboarding**

* **Step 1.1: Bulk Upload:** Teacher uploads a CSV/Excel file containing Student Name and DOB.
* **Step 1.2: Credential Generation:** System automatically generates unique **Student IDs** and passwords.
* **Step 1.3: The "Gatekeeper" Screen:** Upon first login, the Teacher is presented with the **Consent & Professional Disclaimer**. The "Assign Assessment" button remains locked until the teacher clicks "I Accept."
* **Step 1.4: Assignment:** Teacher selects students (or the whole class) and clicks "Launch Session."

### **Phase 2: Student Assessment Interface**

* **Step 2.1: Secure Login:** Student enters credentials.
* **Step 2.2: Demographic Entry:** The form we designed (Name, Gender, Family Type, etc.).
* **Step 2.3: Child-Friendly Briefing:** A landing page with high-contrast buttons and audio-read-aloud options for instructions and the "No Exam" disclaimer.
* **Step 2.4: The Assessment Battery:**
  1. **Cognitive Games (3):** Randomized order to prevent "neighbor peeking."
  2. **Social Insight Scale:** Likert-style or scenario-based.
  3. **Self-Management Scale:** (Including Grit and Emotional Regulation).
* **Step 2.5: Completion:** A "Well Done!" animation appears. Data is synced to the Teacher Dashboard and Parent Report Generator.

### **Phase 3: Reporting**

* **Step 3.1: Teacher View:** A "Classroom Analytics" dashboard showing completion status and aggregate trends.
* **Step 3.2: Parent PDF:** A simplified report is emailed to parents or made available via a secure link with the **Interpretation Disclaimer**.

## **2. Disclaimers & Consent Forms**

### For Teacher

**A. Proper Use and Consent**

1. **Licensed Use:** I will use this license exclusively for its intended educational purpose.
2. **Required Permission:** I confirm that I have obtained all necessary institutional or parental consent to administer this psychometric screening.
3. **Nature of the Tool:** I understand that **BET:Discover** is a developmental tool intended solely for guidance and educational support, and is **not a clinical or medical diagnostic instrument** for psychological disorders.

**B. Data Integrity and Confidentiality**

1. **Confidentiality:** I agree to maintain the strict confidentiality and privacy of all student data.
2. **Data Validity:** I will ensure that students complete the cognitive games and scales in a quiet, supervised environment to guarantee the accuracy and validity of the data.
3. **Data Purpose:** I will use the results of this assessment exclusively for educational support and guidance.

**[Accept & Enable Assessments]**

### For the Student (Friendly Disclaimer)

**Hi there! Welcome to your discovery journey.** 🚀

Before we start, here are three things to know:

* **This is NOT a school exam.** You won't get a "grade" like A or B.
* **There are no wrong answers.** We just want to see how you think and how you feel.
* **Just be yourself!** Some parts are games and some parts are questions. Take your time and have fun!

**[I’m Ready to Start!]**

### For the Parent (Report Disclaimer)

**Important Note for Parents**

This report provides a snapshot of your child’s current cognitive behavioral readiness, including social insights and self-management skills.

* **Developmental Context:** Children between 8 and 11 years old develop at different speeds; these results reflect a single point in time.
* **Guidance Only:** This report is intended for career and educational guidance. It should not be used as a medical or psychological diagnosis.
* **Holistic View:** We recommend discussing these results with your child's School Counsellor/Career-9 Certified Counsellor to create a supportive environment for their growth.

# Demographic Details

To added after student disclaimer

|  |  |
| --- | --- |
| What is your name? | [short text] |
| Are you a boy or a girl? | Boy |
|  | Girl |
| What grade are you in? | 3rd Grade |
|  | 4th Grade |
|  | 5th Grade |
| Which school board do you study in? | CBSE |
|  | ICSE |
|  | State Board |
|  | IB / IGCSE |
|  | I don’t know |
| How many brothers and sisters do you have? | 0 (I am an only child) |
|  | 1 |
|  | 2 |
|  | 3 or more |
| Who do you live with? | Just my parents and siblings (Small Family) |
|  | My parents, siblings, grandparents, uncles, or aunts (Big/Joint Family) |
|  | Other |

# Section 1: Cognitive Section Design (The Item Bank)

## 1. Attention: The "Jungle Lookout" Task

These measures **Sustained Attention** and **Selective Attention**.

* **The Item:** A screen shows a dense forest scene. Every 1 second, a different animal pops on the screen and disappears.
* **Time:** 2 min
* **Instruction:** "Click/ Hit Space bar only when you see the **Lion**.”
* **Scoring:** We are recording Hit, Miss, and false positive

Sustained attention score formula

d' = Z(H) - Z(F)

For a child with **18 Hits** and **6 False Positives**:

* **Hit Rate (H):** 18 / 24 = 0.75
* **False Alarm Rate (F):** 6 / 96 = 0.0625
* **Z(H):** Z(0.75) \approx 0.674
* **Z(F):** Z(0.0625) \approx -1.534

**Calculation:**

d' = Z(0.75) - Z(0.0625)

d' = 0.674 - (-1.534) (refer to Z table)

d' ={2.209}

Interpretation range: -4.60 to 4.60

Interpretation groups are

|  |  |
| --- | --- |
| **d′ Score Range** | **Classification** |
| **3.01 to 4.60** | **Vigilant** |
| **1.51 to 3.00** | **Attentive** |
| **0.51 to 1.50** | **Inconsistent** |
| **0.50 to -0.50** | **Distracted** |
| **-0.51 to -4.60** | **Detached** |

## 2. Working Memory: The "RABBIT’s Path"

This measures **Visual-Spatial Working Memory**.

* **The Item:** 4x4 grid of stones on a river.   
  Rabit jumps in a sequence and crosses the river.
* **Time:** 3 min
* **Instruction:** "The Rabbit just crossed the river! Can you bring him back? Tap in reverse order, see the video for more details.”
* **Difficulty Scaling:**
* *Difficulty 1:* Click the stones in **reverse order**. 4-step sequence.

*Difficulty 2:* Click the stones in **reverse order**. 5-step sequence

*Difficulty 3:* Click the stones in **reverse order**. 6-step sequence

**Scoring**

**Total number of pathways  
Number of Pathways completed. 1 mark for each pathway  
Difficulty level reached.**

|  |  |  |
| --- | --- | --- |
| **Category** | **Raw Score (Approx.)** | **Interpretation** |
| **High** | **10 – 12** | **Multifaceted Can follow 3+ step complex instructions. Likely to excel in mental math, coding, and multi-perspective debating.** |
| **Moderate** | **6 – 9** | **Sequential**  **Can follow 2-step instructions reliably. Benefit from "chunking" information into manageable parts during new lessons.** |
| **Low** | **0 – 5** | **Unitary  Needs instructions broken into single steps. Requires visual checklists, frequent repetition, and simplified language to prevent "blanking out."** |

## 3. Cognitive Flexibility: “HYDRO TUBE”

This measures the ability to understand pattern and try multiple solutions. (Executive Function).

* **The Item:** The puzzle is set on a 4×4 grid. In the upper-left corner sits the tap, and in the lower-right corner is the bucket. The challenge for the participant is to rotate the pipe pieces within the grid so that they connect properly, allowing water to flow all the way from the tap to the bucket.
  + - 1. **Scoring:** 1. Curious click  
         Aimless click:

|  |  |
| --- | --- |
| More than 1.5 min, less than 3 aimless (careful accuracy) | More than 1.5 min, more than 3 aimless (Trial and error learning) |
| Less than 1.5 min, less than 3 aimless (High mental efficiency) | Less than 1.5 min, ,more than 3 aimless (Impulsive Aigility) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Style** | **Benchmark Metrics (Time & Taps)** | **Interpretation (The "Why")** | **Action Point for Parents** |
| **Efficient** | **Time:** < 1.5 min total  **Clicks:** Low (No repetitive loops) | **High Mental Efficiency:** Your child quickly visualizes the solution and executes it with precision. They have strong working memory. | **Challenge Them:** Provide multi-step projects like robotics, coding, or strategy games (Chess) that require long-term planning. |
| **Impatient** | **Time:** < 1.5 min total  **Taps:** High (4+ taps on 1 tile, 3x) | **Impulsive Agility:** Your child has a quick mind but acts before a plan is formed. They rely on speed rather than strategy, leading to "hurried" logic. | **The "Pause" Rule:** Ask them to "explain the first two moves" out loud before they touch the screen. This builds the habit of thinking before acting. |
| **Methodical** | **Time:** > 1.5 min total  **Taps:** Low (No repetitive loops) | **Careful Accuracy:** Your child prioritizes being "correct" over "fast." They are internalizing the logic and double-checking their mental map. | **Build Fluency:** Use timed "fun" challenges with low stakes (like "Beat the Clock" math) to reduce perfectionism and build confidence in quick thinking. |
| **Unsystematic** | **Time:** > 1.5 min total  **Taps:** High (4+ taps on 1 tile, 3x) | **Trial-and-Error Learning:** Your child is highly persistent but may be feeling overwhelmed. They use physical action (tapping) to solve what they can't yet visualize. | **Visual Mapping:** Teach them to "scratchpad" a problem. Drawing out the puzzle on paper helps move thinking from impulsive tapping to visual planning. |

Report Design

# Report DESIGN

## Cover Page

Career-9 logo

Name of the child

School logo

Name of the tool : BET Discover

# Page 1

Disclaimer:

This report provides a snapshot of your child’s current cognitive behavioral readiness, including social insights and self-management skills.

Developmental Context: Children between 8 and 11 years old develop at different speeds; these results reflect a single point in time.

Guidance Only: This report is intended for career and educational guidance. It should not be used as a medical or psychological diagnosis.

About the tool

At Career-9, our mission is to lead students from confusion to clarity through comprehensive, 360-degree handholding. We believe that an early start is essential, which is why we focus on students in 3rd to 5th grade through our **preventive** and **predictive** segments. **BET: Discover** is a scientifically valid system designed to measure what truly matters—focus, emotion, collaboration, and responsibility—alongside academic progress.

As a parent,

The results of this tool will guide you to **nurture your child’s unique cognitive strengths, support their social-emotional growth with data-backed insights, and create a supportive home environment that fosters the 21st-century readiness they need to flourish.**

# PAGE 2

## Cognitive Development

|  |  |  |
| --- | --- | --- |
| **Report** | **Interpretation** | **Action tip** |
| **Attentive** |  |  |
| **Sequential executive** | Efficient at processing information in a logical, step-by-step order; steady and reliable. | Benefit from "chunking" information into manageable parts during new lessons. |
| **Efficient Problem solver** | Your child quickly visualizes the solution and executes it with precision. They have strong working memory. | Provide multi-step projects like robotics, coding, or strategy games (Chess) that require long-term planning. |

# Social Development

Social Insight

In our cultural context, social "politeness" often involves indirect speech. We use these results to help your child navigate these subtle social rules with confidence. Your child is the " Mind Reader." He/She picks up on subtle hints and complex social layers.

Values:   
[Value 1], [Value 2], and [Value 3].

As primary motivators, supporting these specific values nurtures your child's confidence, emotional growth, and ability to build empathetic connections.

Environmental awareness (Progress bar)

# Self Management

Self efficacy

Your child feels confident with things they already know but might need a little extra encouragement to try something brand new or difficult.

Your child has a "can-do" attitude, seeing mistakes as a natural part of learning and staying determined even when a task gets tough

Emotional regulation

Your child often feels overwhelmed by "big" feelings like anger or worry and may find it hard to explain exactly why they are upset.

Your child handles daily emotions well but may struggle to stay calm during high-pressure moments, like a big school test or a lost game.

Your child is very aware of their emotions, knows how to cheer themselves up when sad, and shows a kind understanding of why friends might be upset.

Self regulation

Your child finds it difficult to manage impulses or stay quiet when asked, often needing an adult’s help to stay organized and finish tasks.

Your child generally follows rules well but can get distracted or impulsive when they are very excited or in a noisy environment.

# PAGE 4

We recommend discussing these results with your child's School Counsellor/Career-9 Certified Counsellor to create a supportive environment for their growth.

Connect with us:  
[www.career-9.com](http://www.career-9.com)  
QR code

school report

Did you know that most assessments available today don’t report the studies &

research to confirm their accuracy? Of the small minority that did report assessment

research, most of those were conducted privately, often by the assessment provider

itself, rather than an objective and scientifically qualified third party.

This assessment was submitted to an objective third-party researcher (Assessment

Standards Institute) who independently reviewed Construct Validity, Reliability, and

Disparate Impact to ensure this assessment was reliable and accurate.