

# Bright Kids Initial Assessment Report

**Student Name:** Cindy-Lou Who

**Admin. Name:** Timmy Tutor

**Date of Birth:** June 4, 2013

**Assessment Date:** April 18, 2017

Kindergarten admissions exams test more than just how bright a child is—top schools use these results to vet applicants based on an array of skills and concepts. The purpose of the Bright Kids Initial Assessment is to evaluate children before these schools do, providing us insights to a child's cognitive strengths, gaps in reasoning abilities, and which teaching strategies would work best with each child.

When taking the Initial Assessment, the child first completes an examination of core concepts and skills. To gauge the child's readiness for the specific entry exams marked on their registration forms, we provide subtests—in addendum—designed to emulate the various strategies schools use to assess incoming kindergarteners. The test concludes with an examination of the child's socio-emotional development, appraising skills used in testing: focus, stamina, cooperation, verbal expression, et al.

The following pages include background on the tests and questions, raw scores, and detailed comments about your child's performance. **Please do not hesitate to reach out to your Bright Kids Account Manager if you have any questions at all about the results and next steps!**

## Initial Assessment

*The "Initial Assessment" section includes a variety of core concept and foundational skills that are found in the majority of kindergarten admissions processes. These questions break the content areas into their base components so as to establish a clearer understanding of the child's introductory areas of strength and improvement.*

**Part I: Shape Identification** | This activity asks the child to look at a variety of shapes on a page and to identify the ones indicated by the administrator.

**Score:** 3/4 points.

### **Comments & Observations:**

*Cindy was able to listen attentively to my instructions about which shape to point out on the page in front of her. She correctly identified the square, the triangle, and the circle. However, Cindy pointed to the octagon when it came time for her to find the hexagon. A bit more practice with these multi-sided shapes will be helpful, as pentagons, hexagons, and octagons will come up from time to time in sessions. While not formal questions on the Assessment, Cindy also voluntarily picked out and named the rectangle, the star, and the diamond.*

**Part II: Patterns** | This activity presents the child with a variety of patterns, or repetitions of images. They are asked to identify which answer choice best completes the pattern. Progressions of images vary in complexity, from a simple ABAB to more complex patterns.

**Score:** 3/4 points.

**Comments & Observations:**

*Cindy did a lovely job with the pattern-based questions. She looked carefully at the initial pattern and named each of the items—triangle, square, triangle, square...—before picking the triangle among the answer choices. However, she rushed a bit on one question and picked the red butterfly instead of the orange butterfly. Cindy refocused for the next question, though, and she was able to accurately complete the ABCABC pattern, despite it consisting of all similarly round, red foods.*

**Part III: Series** | This activity presents the child with a set of images illustrating a progression. The objective is to understand the sequence and to then choose what logically comes next.

**Score:** 2/4 points.

**Comments & Observations:**

*In the first question in this section, Cindy knew the squares grew larger as the line progressed, and she found the largest square without any hesitation. In the second question, she noticed that the stars decreased in size, and so she located the smallest star. She had a bit of a trickier time with the final two questions, though. The third question showed shapes changing based on the number of sides they had—three sides, four, five, six, and then seven. The final question asked her to count backwards by two to find the correct number of grasshoppers (2). Cindy will benefit from building on her core knowledge so that she can*

**Part IV: Vocabulary** | *What Is This Item?* The child is shown various illustrations and is asked to name the object they represent.

**Score:** 5/5 points.

**Comments & Observations:**

*Cindy did a fabulous job naming the pictured items in this section. She knew the appropriate names for each a bike, an airplane (“plane”), a duck, a cloud, and corn. She was eager to name each of these items and also wanted to start telling a story about how her big sister got a bike and was learning to ride it at the park. At this tangent, I did need to let her know that there would be time later to tell stories, because right now we were not going to tell stories about the pictures we saw—that would come soon!*

**Part IV: Vocabulary** | *What Do You Do With This Item?* This next Vocabulary activity builds on previous requirements and now asks the child to either mimic or describe what you do with an item or what an item does.

**Score:** 4/4 points.

**Comments & Observations:**

*Cindy was fully engaged in this section, showing and telling me what you do with the pictured items! She was able to show me how you use a mug to drink something and how you read a book. Cindy was also able to explain that you hit drums to play music and that you use a lamp so you can see in the dark. She did a good job sticking with just showing and telling this information, even though it seemed like she wanted to tell a story about the drums, especially.*

**Part IV: Vocabulary** | *Define Item.* This final Vocabulary activity uses no pictures and instead requires the child to listen carefully to the word the administrator says. The child then must provide, to the best of their ability, details about the word's purpose, function, category, physical characteristics, location, etc.

**Score:** 7/8 points.

**Comments & Observations:**

*Cindy transitioned nicely into the next set of questions, wherein I asked her, "What is a cat," "What is a tree," "What is an aquarium," and "What does laugh mean?" She was able to provide two-point responses for the first three questions by providing at least two details about each item or place. She had a trickier time putting the abstract idea of laughing into words, but she was able to earn one point by saying that, "You laugh when something is funny."*

**Part V: Position/Direction** | These questions are designed to see the child's ability to interpret and apply prepositional phrases, ordinal numbers, and their varied synonyms to describe how the positions of objects relate to one another. The administrator shows the child an illustration showing multiple objects and reads a brief instruction aloud. The child must then find the answer choice that correctly matches this information.

**Score:** 3/5 points.

**Comments & Observations:**

*This section proved to be challenging for Cindy, as she was unfamiliar with some of the vocabulary involved and the questions often had multiple details to attend to. For the prompt, "Can you point and show me the girl beside the vegetables," Cindy picked the image where the girl was behind the vegetables. And for the prompt, "Can you point and show me the scissors in between the paper and the pen," Cindy found the paper that was to the side of the scissors and the pen. Cindy would benefit from working with manipulatives or toys and listening to instructions that ask her to place the items in relation to one another in*

**Part VI: Classifications | What Goes Together.** The child is shown a group of four pictures or figures with a characteristic in common. The child must determine the commonality and find which of the answer choice best fits in the group.

**Score:** 2/3 points.

**Comments & Observations:**

*Cindy did a lovely job finding the pig to accompany the pictured farm animals, as well as the bee hive to go with the other places where animals live. For the shape-based question where each of the shapes have four sides, she picked quickly and selected the square. However, a square was already present and all of the pictured shapes were different; this meant that the answer choice also needed to be a different four-sided shape—the rectangle, in this case.*

**Part VI: Classifications | What Doesn't Belong.** The child is presented a group of five pictures or figures. Four of them have a common characteristic. The child must determine which one of the five does not share this commonality.

**Score:** 3/3 points.

**Comments & Observations:**

*Cindy did a lovely job in this section and accurately pointed out which item or shape did not belong with the others. She found the shape that was pink instead of red, the shape with yellow dots in the shape of a diamond instead of a square, and the baseball mit amongst the sports balls. She was even able to explain each of her answers clearly when prompted!*

**Part VII: Picture Analogies |** This subtest is designed to see how well the child is able to determine and apply the relationship between different objects. These questions show the child a four-box matrix with pictures inside presented as two rows with two pictures each. One picture out of the four is omitted. The correct answer choice is the picture that can stand in for the omitted image and still represent the pictorial analogy being shown. Relationships can be based on size, color, orientation, location, quantity, function, category, etc.

**Score:** 3/3 points.

**Comments & Observations:**

*Cindy answered each of these questions quickly and accurately. Matrix analogies can be a challenging concept for young learners to understand initially, but Cindy understood what each of these analogies was looking for in the empty box. She correctly associated dog : dog house :: bird : \_\_\_ (bird house), orange : orange juice :: cow : \_\_\_ (milk), and one fish : two fish :: one polar bear :: \_\_\_ (two polar bears).*

**Part VIII: Figure Analogies** | This subtest is designed to see how well the child is able to determine and apply the relationship between different figures. These questions show the child a four-box matrix with shapes inside, presented as two rows with two pictures each. The child must look at a completed row in order to determine the analogy, or relationship, the figures demonstrate. One shape out of the four is omitted. The correct answer choice is what shape can stand in for the omitted image and still represent the figural analogy being shown. In some cases, more than one change can occur. Relationships can be based on size, color, orientation, quantity, etc.

**Score:** 1/3 points.

**Comments & Observations:**

*The shape-based analogies proved to be more of a challenge for Cindy. She correctly answered the analogy where the shape decreased in size from the first box to the second box. The final two questions included multiple details that changed, which is what tripped Cindy up, as her answers incorporated only one of the changes out of the two for each. In the second question, the shapes changed from the top row to the bottom row and then the colors switched places from the first box to the second box. Cindy was able to point out the*

**Part IX: Quantitative Reasoning** | *Vocabulary.* This section asks the child to make comparisons between quantities of items. The child must listen to questions that include common comparative terms—such as more, less, equal, etc.—and then point to the quantity that the question indicates. These questions do not ask the child to determine the exact number of items present.

**Score:** 2/5 points.

**Comments & Observations:**

*Cindy was comfortable with some of the vocabulary in these questions (more and less). The remaining three terms—equal, greater number of, altogether—were newer concepts for her, and so she did not accurately identify the correct items for those questions. Cindy is off to a great start in understanding more and less in relation to different quantities, and the remaining terms and their synonyms will come with a bit more practice at home and in sessions.*

**Part IX: Quantitative Reasoning** | *Picture Word Problems.* The child is read a short word problem and shown pictures that correspond to each problem. They are then asked to perform the necessary calculation to determine the correct answer choice. The child is asked to perform basic addition, subtraction, fractions, and equation building work. Quantities do not exceed ten in these questions.

**Score:** 2/4 points.

**Comments & Observations:**

*Cindy was getting a bit antsy by the time we got to this section, which meant that her listening ears were not listening as closely as they needed to in order to be able to process all of the information in the questions I read aloud. She correctly answered the first addition-based question, and then she accurately guessed the correct answer for the third question (half of a group of items). Just as with the Position/Direction section, Cindy will benefit from participating in activities that require her to listen to and process multiple details in order to find the correct item or to perform the correct action(s).*



**Part X: Socio-Emotional Scales** | As previously mentioned, the Kindergarten admissions process often requires the child to not only demonstrate mastery of certain content, but to also be able to communicate and to interact with other adults and children during the process. This section of questions is completed by the administrator once all sections of the Initial Assessment have been administered so as to reflect on the child’s performance in connection with these additional observable abilities.

<b>Behavior and Communications</b>	
Manages transition into the session, between activities to transition out of the session	<i>Developing: Able to manage with and without support</i>
Shows eagerness and interest in learning	<i>Secure: Tries a new activity willingly</i>
Stays engaged in an experience	<i>Developing: Stays engaged in some activities</i>
Demonstrates emergent ability to express thoughts, feelings, and ideas	<i>Developing: Is able to state and expand on their thoughts and feelings, with or without prompting</i>
Engages in extended conversations	<i>Developing: Engages in conversation on topic without much prompting</i>
Describes familiar people, places, things, and events and, with prompting and support, provide additional detail	<i>Developing: Can describe what is asked with some detail in full sentences</i>
Forms regular plural nouns and verbs when speaking	<i>Developing: Uses the regular plural forms with prompting</i>
Understands and uses question words (who, what, where, when, why, and how)	<i>Developing: Can understand what the question is asking and use a specific question word appropriately</i>

**Comments & Observations:**

Provide 6 to 8 sentences. Ensure complete text fits in the provided space.



## Stanford-Binet Addendum

*The Stanford-Binet Intelligence Scales, Fifth Edition (SB5) comprises a battery of verbal and nonverbal tests designed to measure cognition. Educators utilize this latest edition of the Stanford-Binet to detect the presence of learning disabilities as well as to determine degrees of giftedness. In New York City, this exam is used most commonly for admissions to Hunter College Elementary School.*

**Part I: Tangrams** | This activity tests the child’s visual-spatial skills and creative reasoning. The child is asked to replicate a visual form by manipulating shapes. The child receives the exact shapes needed to recreate each image that is shown to them on paper. Designs must be completed in 30 or 45 seconds, depending on complexity.

**Score:** 2/3 points.

### **Comments & Observations:**

*After a quick stretch break, Cindy started on this activity with enthusiasm, due to the hands-on nature of Tangrams. She correctly manipulated the shapes around to recreate the house and the turtle images. As there were outlines to the individual shapes on the stimulus page, Cindy was able to put the pieces together without much issue. However, the last image of a chicken did not include any outlines for the individual shapes, and so Cindy had a much more difficult time putting the pieces in order and was only able to build half of it before time was up.*

**Part II: Picture Absurdities** | This activity requires the child to identify what is silly or impossible about a given picture. While the child may point or otherwise physically indicate the area that is absurd in a presented picture, they must also verbally explain each answer to the best of their ability.

**Score:** 3/3 points.

### **Comments & Observations:**

*This section can prove to be challenging for young learners to stay on task during, due to the nature of the pictures being so silly. However, despite Cindy giggling a bit about the girl brushing her teeth with a comb, the boy sleeping in a suit, and the girl walking a bowling ball, Cindy correctly identified these absurdities.*

**Part III: Verbal Absurdities** | This activity asks the child to listen to a sentence or two and then to identify what is silly or absurd about what was just said. There are no pictures that accompany this subtest. The child must also explain each answer to the best of their ability.

**Score:** 2/3 points.

### **Comments & Observations:**

*Cindy’s listening ears perked back up for this section in order to hear the silly part of each sentence I read aloud. For the question on which she did not earn a point, she missed when I said that Tom was getting ready for school—not bed—and so Cindy did not think that there was anything silly going on in how the boy was getting ready.*

**Part IV: Picture Scenes** | This activity presents the child with various illustrations and requires the child to identify what is happening in each. The child must demonstrate an understanding of the overall theme/scene, as well as pick out and explain small details within the scenes to the best of their ability. The child is allowed between 10 and 15 sections to begin explaining each scene.

**Score:** 2/3 points.

**Comments & Observations:**

*This final section*

### General Overview: Observations & Recommendations

Provide 8 to 10 sentences. Ensure complete text fits in the provided space. Be sure to also include 4 to 5 specific recommendations for further development/improvement based on this Initial Assessment and test addendum.

