



## Bright Kids Skill Builder

### **Background on the Program**

The Bright Kids Skill Builder program is a great way to give students a head start with test preparation and expose them to new concepts in a fun, accessible way. We utilize play-based sessions as a context for learning, through which students organize and make sense of their social worlds as they actively engage with people, objects, and representations around them. Students will learn through stories, games, and inquisitive interactions. The Bright Kids Skill Builder program is meant to be a precursor to our formal test-preparation programs.

\* Bright Kids NYC is in no way affiliated with the New York City Department of Education, companies, or individuals that administer admissions exams. \*

### **Description of Sessions**

#### ***Core Concepts***

Core concepts are foundational ideas that lay the groundwork for later learning. Our sessions will cover initial math skills, abstract reasoning, and literacy. Subtests in common Kindergarten-admissions exams draw from many of the same core concepts and differentiate them in their end goals of the subtests. Core concepts also help students build upon other skills, including focus, pacing, and attention to detail, which are monitored with weekly rubrics to assess progress from session to session.

#### ***Test Concepts***

Test concepts put core concepts acquired in previous lessons into a more collaborative context. Students will begin to more independently answer questions and develop skills that draw from multiple concepts, such as beginning word problems, responding to stories, and more. Through these concepts, the student will develop strategies to prepare them for approaching more complex and multi-part questions. These sessions will begin to differentiate between the goals of the different exams.

#### ***Test Content***

The final step in our Skill Builder program is to move students toward test content materials. These sessions focus on introducing students to the context in which they will encounter questions on the actual exams. While these questions are not meant to mirror the format exactly, they help students to put together everything that they have learned so that they can listen attentively, parse through questions to understand what is being asked, and to wade through the information and details presented to them. Skills in this final segment of the program also lead students towards formal test-taking strategies, such as analyzing the question, carefully looking through answer choices, and responding appropriately to prompts.



## Skill Builder Diagnostic Score Report

### Student Profile

Student:  
DOB:  
Tutor:

Today's Date:  
Date Administered:

### Score Summary

#### Core Concepts Scores

Subtest	Score	Score Description	25%	50%	75%	100%
Number Recognition (Single-Digit)	5/5	Superior				
Letter Recognition (Uppercase)	5/5	Superior				
Shape Recognition	5/5	Superior				
Handwriting (Copy Forms)	4/6	Above Average				
Size Comparison	2/4	Above Average				
Position/Direction	2/4	Above Average				

#### Verbal Reasoning Scores

Subtest	Score	Score Description	25%	50%	75%	100%
Vocabulary	2/5	Below Average				
Information	5/5	Superior				

#### Visual Discrimination and Spatial Skills Scores

Subtest	Score	Score Description	25%	50%	75%	100%
Visual Discrimination	5/5	Superior				
Block Design	4/4	Superior				
Pattern Completion	1/4	Low				
Matrix Reasoning	4/6	Above Average				
Patterns	0/3	Low				
Series	1/3	Below Average				

#### Mathematics Scores



Subtest	Score	Score Description	25%	50%	75%	100%
Number Concepts	3/6	Above Average				
Quantitative Reasoning	3/4	Above Average				

## **Tutor Notes**

Taylor had great behavior during the diagnostic. He socializes when appropriate but doesn't get off track or distracted. On the contrary, he remained focused throughout. He took his time with the questions and even wanted to share his line of reasoning for why he chose certain answers. The most challenging part at this point was with a few verbal math instructions (e.g. count 2 green cubes and 3 yellow cubes). Taylor listens well but remembering the second part of the instruction later on is still a challenge. This is mostly just not being familiar with this kind of activity (being read complex instructions requiring multiple steps).

Ability to Focus	High Average
Guidance from Tutor	Rarely
Carefully Answered Questions	High Average
Frequency of Breaks	Rarely