reading & learning PATHWAYS

Cognitive Skills Assessment

THE GIBSON TEST of brain skills

Student:
Assessment Date: **04/03/12**
Age at Assessment: **11.71**

Skills Categories	Skill Description	Percentile Rank
Processing Speed:	The ability to perform cognitive tasks, particularly when measured under pressure to maintain focused attention	**2**
Working Memory:	The ability to hold information in immediate awareness while performing a mental operation on it	**59**
Long-Term Memory:	The ability to store information and fluently retrieve it later in the process of thinking	**82**
Visual Processing:	The ability to perceive, analyze, synthesize visual patterns, including the ability to store and recall visual images	**58**
Auditory Processing:	Phonemic Awareness, the ability to analyze and manipulate speech sounds; crucial underlying skill for reading and spelling	**12**
Logic & Reasoning:	The ability to reason, form concepts, and solve problems using unfamiliar information or novel procedures	**66**
Visual / Auditory Memory Balance:	Comparison of the ability to hold auditory versus visual information in immediate awareness while performing a mental operation on the information	**Auditory Stronger**
Word Attack:	The knowledge of and application of sound codes in order to pronounce unknown words	**61**

>75%	Taking action to increase brain skills is **a preference** based upon personal goals.
>51-75%	Taking action to increase brain skills is **a priority** based upon personal goals.
>25-50%	Taking action to increase brain skills is **a critical need** to overcome definite weakness, alter mental abilities and allow its capabilities to grow.
<25%	Taking action to increase brain skills is **a crisis intervention** to not only improve limited capabilities but make higher levels of skill an attainable option.

Percentile Rank: Student's relative ranking out of a possible score of 100. Student score is compared to a normed group of their same-age peers. If a student scored 45 percentile, 45 students out of 100 on average scored lower. If the score is shown as xx+ (e.g. 88+), that is the highest score possible for that age group. Percentile scores have a potential range of ± five points.

Summary: **Cognitive skills are the foundational mental processes that enable learning.** A score for each of the core skill groups is presented above. Any weak skills make learning more difficult. Strong skills make learning or work faster and easier. If a student has one or more weak skills, it is possible and important to train those skills to unlock learning potential. The purpose of the Gibson Test is to identify if weak core cognitive skills are an issue that may be impeding a student from achieving their full potential.

Visual/Auditory Memory Balance

Students receive information by visual and auditory inputs. They must retain or remember that information in immediate awareness in order to learn. If one skill is stronger than the other, students rely upon one input method more so than the other to obtain information. They must compensate for the skill which is weak. It is better to have strong memory in both skill areas. The Working Memory and Long-Term Memory scores indicate overall memory strength. The Visual/Auditory Memory Balance score indicates if the visual and auditory skills are similar or if one is significantly stronger than the other.