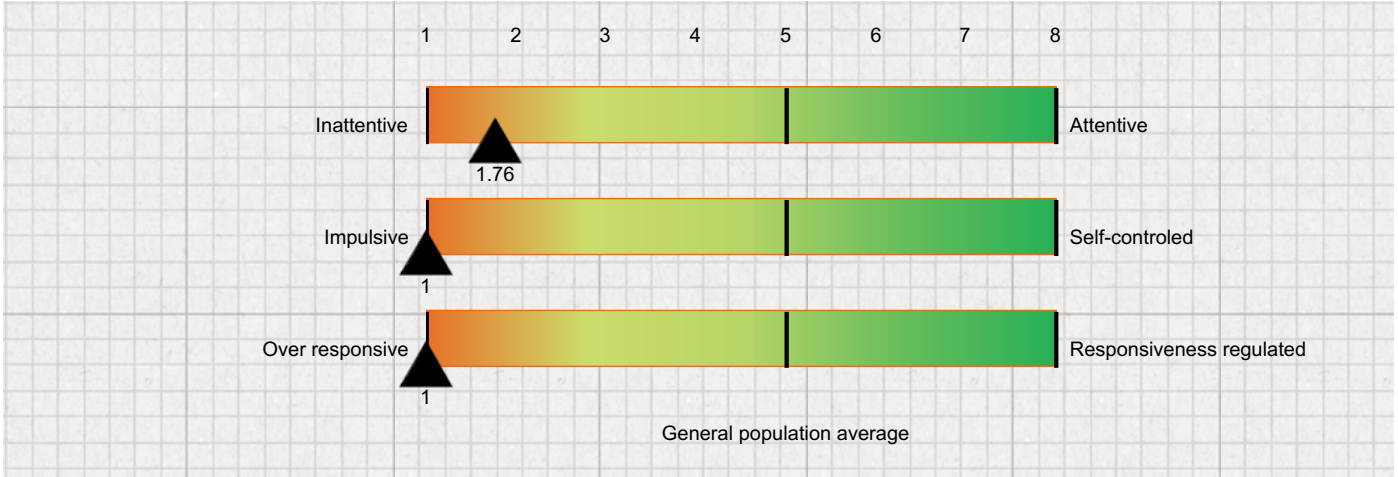


TEACHER'S REPORT

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



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
<ul style="list-style-type: none"> . Ask the students to review their work before handing in or submitting it » . Teach the student xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » . Remind the student of xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » . Encourage the student to xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » . Teach the student how to xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » . Teach the student how to xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » 		
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.
<ul style="list-style-type: none"> . Allow the student to xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » . Allow the student to xxxxx xxxxxxxx xxxxx xxxxxxxx xxxxx » 		


TEACHER'S REPORT

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

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
<ul style="list-style-type: none">  . Post the daily xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Give xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . While teaching, xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Encourage active xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Keep the students xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . To elevate xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Write the xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Advise students, xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Stand xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Teach students to xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  		
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.
<ul style="list-style-type: none">  . Allow xxxxxxxxxxx xxxxx xxxxxxx xxxxx »  . For xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Give the xxxxx xxxxxxx xxxxx xxxxxxx xxxxx » 		
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
<ul style="list-style-type: none">  . Keep xxxxx xxxxxxx xxxxx xxxxxxx xxxxx »  . Make sure that xxxxx xxxxxxx xxxxx xxxxxxx xxxxx » 		

TEACHER'S REPORT

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