

# Data Driven Assessments



Assessments and Analysis – unique, impartial, valid and reliable data to contribute to a school's academic data driven assessments.



Step One data from all resources is now available in both hard copy and electronic formats.

This means that all data can be downloaded onto a student's individual record site and disseminated to all appropriate school personnel.



This brochure outlines the substantial benefits for a progressive school and illustrates the type of data derived.

This brochure takes 3 to 4 minutes to read. Its outcome would make a huge impact on your school.

Staff training and support is available for all of these resources.

- LEADING ON QUALITY • ASSUREDLY PRICED •
- POSITIVELY CARING •



[www.step1.ac](http://www.step1.ac)

Step One Ltd.  
Suite 243 80 High Street,  
Winchester SO23 9AT

0044 (0)1962 713169  
[alanbeckett@step1.co.uk](mailto:alanbeckett@step1.co.uk)  
[www.step1.ac](http://www.step1.ac)



# Section 1

## Cambridge Profile Test Results

These ability and aptitude test results can support college and university applications – especially where predicted grades are required.

Academic predictions that identify strengths and weaknesses and the identification of test and examination performance can provide significant educational support.

Contradictions between potential and performance can help a school support a student to achieve realistic grades.

These test results can also significantly contribute to identifying any special educational requirement, talented and gifted, low performance and under achievement, motivation factors and confidence issues.

Year on year data can help a school determine the effectiveness of its approach to teaching.

All thereby contributing to increasing grades.

All of this data is available in hard copy and electronic formats

# Section 1 (continued...)

## Cambridge Profile Summary of Results

### Norm Group: percentiles

Dynamic 2000 – 2500 students primarily grade 10.  
Data displayed is in percentiles.

### Abbreviation key

VR	Verbal Reasoning
NR	Numerical Reasoning
AR	Abstract Reasoning
SR	Spatial Reasoning (2 and 3 D)
AC	Arithmetic Calculation
SP	Spelling (not processed)
WQA	Working Quickly and Accurately

Estimated academic ability of the student: 1 = high; -- = low.

Gen 1	Highest individual score from the 3 'academic' related tests: ie VR (Verbal );NR (Numerical) and AR (Abstract).
Gen 2	Average of the two best scores from VR; NR and AR.

### Further abbreviation keys for individual student tables

#### Re: Title abbreviations

Raw:	Raw score
SPD:	Speed of completion/percentage completed
ACC:	Accuracy/number correct of those attempted
%'ILE:	Percentile of norm group

#### Re: WQA1 & WQA2: Working Quickly and Accurately:

WQA1 = 1st and practice 'warm up';      WQA2 = 2nd and final attempt.

#### Re. Verbal Reasoning – native language results

AVR	Arabic	KVR	Korean
CVR	Cantonese	MVR	Mandarin
DVR	Dutch	RVR	Russian
FVR	French	SVR	Spanish
GVR	German	TVR	Turkish
IVR	Italian	UVR	USA English
JVR	Japanese		

#### Re. Spatial Reasoning

SR2	Spatial Reasoning 2 Dimension
SR3	Spatial Reasoning 3 Dimension

All of this data is available in hard copy and electronic formats

# CAMBRIDGE PROFILE SUMMARY OF RESULTS

## STRICTLY CONFIDENTIAL - FOR GUIDANCE STAFF ONLY

The first General Score (GEN1) is assessed as the highest individual score from the scores for Verbal (VR), Numerical (NR) and Abstract Reasoning (AR), and gives one estimate of the academic ability of the pupil. The second General Score (GEN2) is an average of the two best scores from Verbal, Numerical and Abstract Reasoning, and gives a second approximate estimate of the pupil's academic ability.

*Note: the school's own academic forecast (SAF) should always take precedence over the GEN1 and GEN2 Academic Level estimates.*

NAME	VR	NR	AR	SR	AC	SP	WQA	GEN1	GEN2
Simone Lymbrick	69	99	98	80	23	-	90	99 - I	98 - I
Alex Harfieldsson	94	99	98	80	23	-	90	99 - I	98 - I
Isabella Sanchez	76	72	96	94	77	-	93	96 - I	86 - I/II
Michiel Perez	94	99	98	80	23	-	90	99 - I	98 - I
Annabelle Cohen	54	99	90	68	67	-	85	99 - I	94 - I
Alexandre Dumas	87	72	90	61	38	-	42	90 - I	88 - I/II
Oliver Kaufman	3	90	96	96	15	-	58	96 - I	93 - I
Nathan Arnet	76	72	73	85	67	-	90	76 - II	74 - II
Peter Schmidt	18	90	55	74	1	-	80	90 - I	72 - II
Francesca van De Van	54	97	73	68	15	-	42	97 - I	85 - I/II
Esther Witte	54	90	90	68	23	-	93	90 - I	90 - I
Frederic Brown	87	90	73	96	88	-	42	90 - I	88 - I/II
Erika van Groenendael	76	99	98	96	23	-	93	99 - I	98 - I
Jocelyn De Silva	54	90	90	99	77	-	42	90 - I	90 - I
Kevin Hansen	62	90	80	61	23	-	34	90 - I	85 - I/II
Jennifer Matsui	76	72	96	94	77	-	93	96 - I	86 - I/II
Sacha Hermannsson	54	54	36	32	77	-	42	54 - III	54 - III
Molly Bennett	76	99	98	94	77	-	93	99 - I	98 - I
Perry McKinley	76	72	96	94	77	-	93	96 - I	86 - I/II
Lewis Watkins	54	79	94	80	44	-	93	94 - I	86 - I/II
<b>AVERAGES</b>	<b>62</b>	<b>86</b>	<b>85</b>	<b>80</b>	<b>46</b>	<b>1</b>	<b>73</b>	<b>91</b>	<b>87</b>

# CAMBRIDGE PROFILE ANALYSIS OF RESULTS

## STRICTLY CONFIDENTIAL - FOR GUIDANCE STAFF ONLY

	RAW	SPD	ACC	%ILE		RAW	SPD	ACC	%ILE
Simone Lymbriick					Alex Harfieldsson				
<b>WQA1</b>	90%	95%	94%	83	<b>WQA1</b>	90%	95%	94%	83
<b>WQA2</b>	92%	100%	92%	90	<b>WQA2</b>	92%	100%	92%	90
<b>AR</b>	93%	93%	100%	98	<b>AR</b>	93%	93%	100%	98
<b>NR</b>	90%	96%	93%	99	<b>NR</b>	90%	96%	93%	99
<b>VR</b>	80%	90%	88%	69	<b>VR</b>	80%	90%	88%	69
<b>SR2</b>	75%	100%	75%	85	<b>FVR</b>	92%	97%	94%	94
<b>SR3</b>	50%	60%	83%	65	<b>SR2</b>	75%	100%	75%	85
<b>SR</b>	62%	80%	78%	80	<b>SR3</b>	50%	60%	83%	65
<b>AC</b>	70%	100%	70%	23	<b>SR</b>	62%	80%	78%	80
<b>GEN1</b>	-	-	-	99 - I	<b>AC</b>	70%	100%	70%	23
<b>GEN2</b>	-	-	-	98 - I	<b>GEN1</b>	-	-	-	99 - I
					<b>GEN2</b>	-	-	-	98 - I
Isabella Sanchez					Michiel Perez				
<b>WQA1</b>	95%	100%	95%	92	<b>WQA1</b>	90%	95%	94%	83
<b>WQA2</b>	95%	100%	95%	93	<b>WQA2</b>	92%	100%	92%	90
<b>AR</b>	90%	100%	90%	96	<b>AR</b>	93%	93%	100%	98
<b>NR</b>	63%	73%	86%	72	<b>NR</b>	90%	96%	93%	99
<b>VR</b>	82%	90%	91%	76	<b>VR</b>	80%	90%	88%	69
<b>SVR</b>	82%	97%	84%	76	<b>SVR</b>	92%	97%	94%	94
<b>SR2</b>	70%	95%	73%	80	<b>SR2</b>	75%	100%	75%	85
<b>SR3</b>	75%	100%	75%	90	<b>SR3</b>	50%	60%	83%	65
<b>SR</b>	72%	97%	74%	94	<b>SR</b>	62%	80%	78%	80
<b>AC</b>	86%	95%	91%	77	<b>AC</b>	70%	100%	70%	23
<b>GEN1</b>	-	-	-	96 - I	<b>GEN1</b>	-	-	-	99 - I
<b>GEN2</b>	-	-	-	86 - I/II	<b>GEN2</b>	-	-	-	98 - I
Annabelle Cohen					Alexandre Dumas				
<b>WQA1</b>	80%	90%	88%	50	<b>WQA1</b>	62%	75%	83%	5
<b>WQA2</b>	90%	100%	90%	85	<b>WQA2</b>	75%	100%	75%	42
<b>AR</b>	83%	100%	83%	90	<b>AR</b>	83%	100%	83%	90
<b>NR</b>	93%	100%	93%	99	<b>NR</b>	63%	73%	86%	72
<b>VR</b>	75%	100%	75%	54	<b>VR</b>	87%	100%	87%	87
<b>SR2</b>	65%	100%	65%	70	<b>SR2</b>	60%	80%	75%	60
<b>SR3</b>	50%	100%	50%	65	<b>SR3</b>	50%	60%	83%	65
<b>SR</b>	57%	100%	57%	68	<b>SR</b>	55%	70%	78%	61
<b>AC</b>	83%	100%	83%	67	<b>AC</b>	75%	96%	77%	38
<b>GEN1</b>	-	-	-	99 - I	<b>GEN1</b>	-	-	-	90 - I
<b>GEN2</b>	-	-	-	94 - I	<b>GEN2</b>	-	-	-	88 - I/II
Oliver Kaufman					Nathan Arnet				
<b>WQA1</b>	75%	100%	75%	32	<b>WQA1</b>	80%	87%	91%	50
<b>WQA2</b>	80%	100%	80%	58	<b>WQA2</b>	92%	100%	92%	90
<b>AR</b>	90%	93%	96%	96	<b>AR</b>	73%	83%	88%	73
<b>NR</b>	73%	83%	88%	90	<b>NR</b>	63%	73%	86%	72
<b>VR</b>	50%	75%	66%	3	<b>VR</b>	82%	90%	91%	76
<b>SR2</b>	75%	100%	75%	85	<b>SR2</b>	70%	90%	77%	80
<b>SR3</b>	75%	100%	75%	90	<b>SR3</b>	60%	75%	80%	75
<b>SR</b>	75%	100%	75%	96	<b>SR</b>	65%	82%	78%	85
<b>AC</b>	66%	100%	66%	15	<b>AC</b>	83%	91%	90%	67
<b>GEN1</b>	-	-	-	96 - I	<b>GEN1</b>	-	-	-	76 - II
<b>GEN2</b>	-	-	-	93 - I	<b>GEN2</b>	-	-	-	74 - II

## CAMBRIDGE PROFILE SUMMARY OF RESULTS

	RAW	SPD	ACC	%ILE		RAW	SPD	ACC	%ILE
Peter Schmidt					Francesca van De Van				
<b>WQA1</b>	72%	75%	96%	24	<b>WQA1</b>	62%	70%	89%	5
<b>WQA2</b>	87%	95%	92%	80	<b>WQA2</b>	75%	87%	85%	42
<b>AR</b>	66%	73%	90%	55	<b>AR</b>	73%	86%	84%	73
<b>NR</b>	73%	83%	88%	90	<b>NR</b>	83%	90%	92%	97
<b>VR</b>	62%	75%	83%	18	<b>VR</b>	75%	85%	88%	54
<b>SR2</b>	60%	75%	80%	60	<b>SR2</b>	65%	90%	72%	70
<b>SR3</b>	60%	75%	80%	75	<b>SR3</b>	50%	55%	90%	65
<b>SR</b>	60%	75%	80%	74	<b>SR</b>	57%	72%	79%	68
<b>AC</b>	41%	50%	83%	1	<b>AC</b>	66%	91%	72%	15
<b>GEN1</b>	-	-	-	90 - I	<b>GEN1</b>	-	-	-	97 - I
<b>GEN2</b>	-	-	-	72 - II	<b>GEN2</b>	-	-	-	85 - I/II
Esther Witte					Frederic Brown				
<b>WQA1</b>	82%	95%	86%	60	<b>WQA1</b>	55%	75%	73%	1
<b>WQA2</b>	95%	100%	95%	93	<b>WQA2</b>	75%	87%	85%	42
<b>AR</b>	83%	100%	83%	90	<b>AR</b>	73%	83%	88%	73
<b>NR</b>	73%	100%	73%	90	<b>NR</b>	73%	83%	88%	90
<b>VR</b>	75%	100%	75%	54	<b>VR</b>	87%	100%	87%	87
<b>SR2</b>	60%	100%	60%	60	<b>SR2</b>	75%	100%	75%	85
<b>SR3</b>	55%	100%	55%	70	<b>SR3</b>	75%	100%	75%	90
<b>SR</b>	57%	100%	57%	68	<b>SR</b>	75%	100%	75%	96
<b>AC</b>	70%	91%	76%	23	<b>AC</b>	91%	100%	91%	88
<b>GEN1</b>	-	-	-	90 - I	<b>GEN1</b>	-	-	-	90 - I
<b>GEN2</b>	-	-	-	90 - I	<b>GEN2</b>	-	-	-	88 - I/II
Erika van Groenendael					Jocelyn De Silva				
<b>WQA1</b>	90%	100%	90%	83	<b>WQA1</b>	55%	62%	88%	1
<b>WQA2</b>	95%	100%	95%	93	<b>WQA2</b>	75%	87%	85%	42
<b>AR</b>	93%	100%	93%	98	<b>AR</b>	83%	93%	89%	90
<b>NR</b>	90%	100%	90%	99	<b>NR</b>	73%	83%	88%	90
<b>VR</b>	82%	90%	91%	76	<b>VR</b>	75%	90%	83%	54
<b>SR2</b>	75%	95%	78%	85	<b>SR2</b>	90%	100%	90%	95
<b>SR3</b>	75%	100%	75%	90	<b>SR3</b>	85%	95%	89%	95
<b>SR</b>	75%	97%	76%	96	<b>SR</b>	87%	97%	89%	99
<b>AC</b>	70%	95%	73%	23	<b>AC</b>	86%	100%	86%	77
<b>GEN1</b>	-	-	-	99 - I	<b>GEN1</b>	-	-	-	90 - I
<b>GEN2</b>	-	-	-	98 - I	<b>GEN2</b>	-	-	-	90 - I
Kevin Hansen					Jennifer Matsui				
<b>WQA1</b>	62%	95%	65%	5	<b>WQA1</b>	95%	100%	95%	92
<b>WQA2</b>	72%	100%	72%	34	<b>WQA2</b>	95%	100%	95%	93
<b>AR</b>	76%	83%	92%	80	<b>AR</b>	90%	100%	90%	96
<b>NR</b>	73%	83%	88%	90	<b>NR</b>	63%	73%	86%	72
<b>VR</b>	77%	87%	88%	62	<b>VR</b>	82%	90%	91%	76
<b>SR2</b>	60%	90%	66%	60	<b>SR2</b>	70%	95%	73%	80
<b>SR3</b>	50%	75%	66%	65	<b>SR3</b>	75%	100%	75%	90
<b>SR</b>	55%	82%	66%	61	<b>SR</b>	72%	97%	74%	94
<b>AC</b>	70%	88%	79%	23	<b>AC</b>	86%	95%	91%	77
<b>GEN1</b>	-	-	-	90 - I	<b>GEN1</b>	-	-	-	96 - I
<b>GEN2</b>	-	-	-	85 - I/II	<b>GEN2</b>	-	-	-	86 - I/II

# Section 2

## EuroQuest and InterQuest Staff Summaries

The following pages illustrate a sample of the staff summary for EuroQuest and InterQuest that a school would receive in both hard copy and electronic formats.

This provides essential information to add substance to college and university applications thereby contributing enormous benefits for a school's guidance personnel.

In addition, academic teaching staff can use these results to help support a student's approach to their school work.

All of this data is available in hard copy and electronic formats

## Academic Profile

Subject	Level	Forecast Grade	Subject	Level	Forecast Grade
Business	IGCSE		Geography	IGCSE	
Economics	IGCSE		History of Art/Design	IGCSE	
English Language/Literature	IGCSE		Visual Arts/Art & Design	IGCSE	
French	IGCSE				
Biology/Human Biology	IB SL		French	IB HL	
Mathematical Studies	IB SL		History of Art/Design	IB HL	
English Language/Literature	IB HL		Visual Arts/Art & Design	IB HL	

IB Subjects being considered by the candidate, which are frequently required/preferred in University & College Entrance (relevant interest scores are shown in brackets)

English (100%) Geography (100%) History (100%) Art (100%) Economics/Business Studies (90%)  
Languages (85%)

## Cambridge Profile Test Percentile/Speed/Accuracy Scores

VR:English : 69/90/88 | VR:French : 94/97/94 | Numerical : 99/96/93 | Abstract : 98/93/100  
Spatial : 80/80/78 | Arithmetic : 23/100/70 | WQA : 90/100/92  
General 1 (Best of VR, NR and AR) : 99 | General 2 (Average of NR and AR) : 98

Estimated Academic Level: I - based on the General 2 assessment.  
(This rough guide should take second place to the school's own forecast (SAF))

## Special Skills

Mental Arith : Yes | Add/Subtract : Pos | Public Speaking : Yes | Map Reading : Yes  
Word Meanings : Yes | Analysing Figs : Yes | Using IT : No | Spelling : No

## Personal Qualities

Leadership : Yes | Persuasiveness : Yes | Team Work : No | Competitiveness : No  
Determination : Yes | Caring : Pos

## Health/Physical Factors (Self Assessed By Student)

Hearing : Good | Eyesight : Good | Manual Coord : Good | Gen. Health : Good  
Specific health/personal factors : None indicated

## Work Attitudes

Office Work : Yes | Unsocial Hours : Yes | With Children : No | Safety of Others : Yes  
Planning : Yes | Advising : Yes | Obey Orders : Yes | Outdoor Work : Yes  
Dangerous Work : Pos | Smart Appearance : Yes | Physical Activity : Pos

## Analysis Of Questionnaire Responses

Yes (50%)

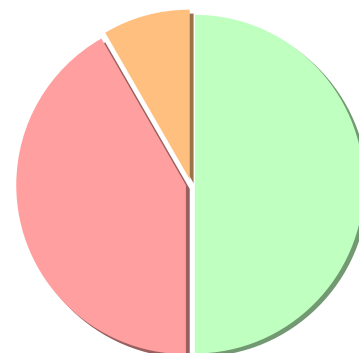
All other answers were Yes

Possibly (8%)

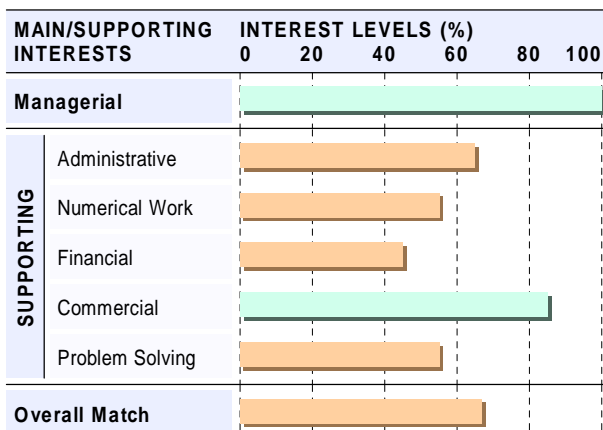
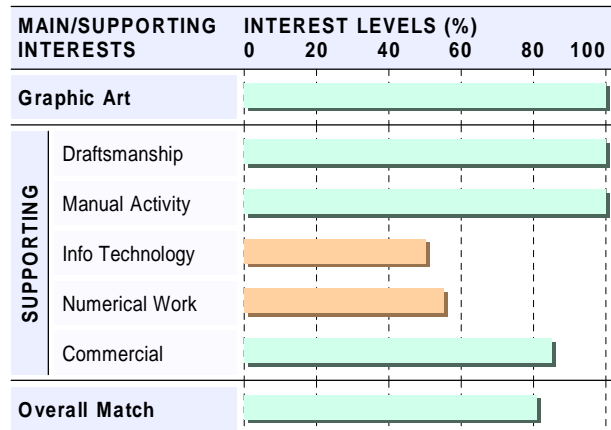
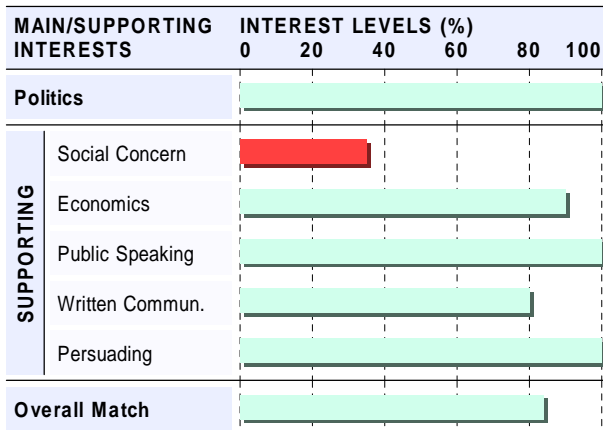
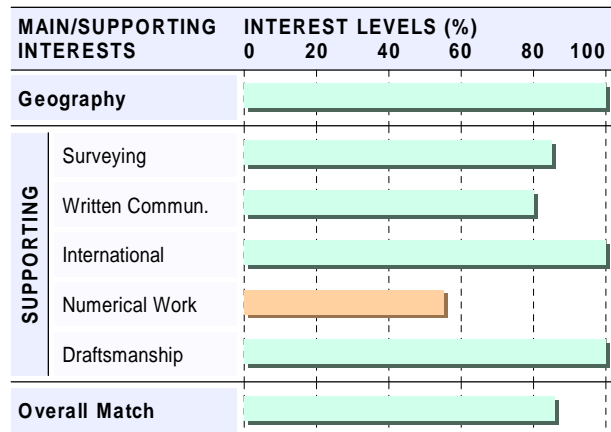
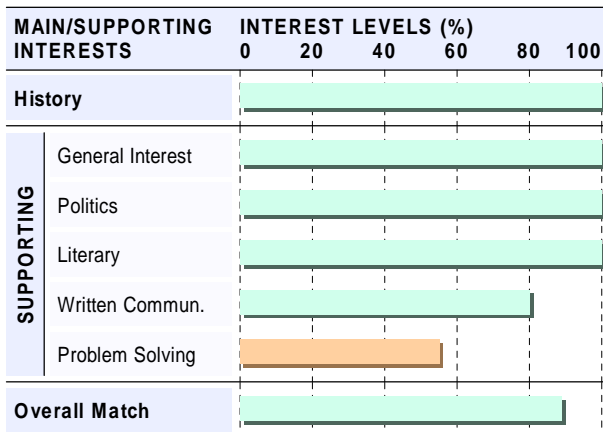
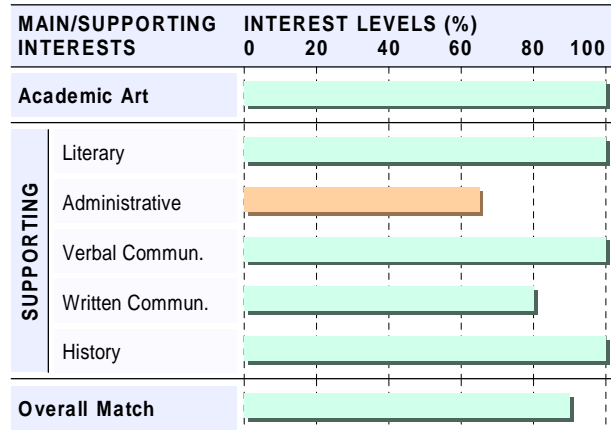
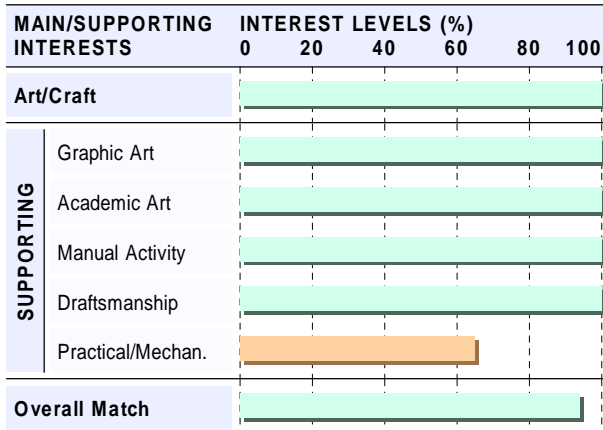
5 18 23 29 48 60 71 83 92 93 95 115 133 146 153 188 199

No (42%)

9 11 12 14 15 16 19 24 25 27 31 32 33 34 38 39 41 42 43 44  
45 46 47 50 51 53 55 67 70 73 75 80 88 89 94 98 99 100 101 104  
106 107 108 109 112 114 116 119 122 125 129 132 135 136 137 138 139 140 141 150  
154 158 160 161 162 163 164 165 167 169 170 174 175 176 177 181 185 186 189 194  
195 197 200



The **Overall Match** is calculated as the average of the **Main Interest** score plus five other important **Supporting Interests**. The bar graphs below show the Supporting Interests for each of the top interests on the student's Profile.



This profile provides a full overview of this student's interests, academic abilities and important subjects which underpin these. You will see that 44 Occupational or Academic Interest Areas are shown below, though only the top seven of these have been used in the selection of the careers areas in Section C.

CAREERS AREAS		INTEREST LEVEL %	OVERALL MATCH %	USEFUL SUBJECTS *
<b>Art and Craft</b>	i	100 (Very High)	94 (Very High)	A/D,DT
Academic Art		100 (Very High)	90 (Very High)	E.H/HA.A.Lang
History Related		100 (Very High)	89 (High)	H.E.Lang
Geography Related		100 (Very High)	86 (High)	Gg.M.Sci
Politics Related		100 (Very High)	84 (High)	E.H.M.Ec.Most
Graphic Design		100 (Very High)	81 (High)	A/D,DT
Managerial		100 (Very High)	67 (Moderate)	E.M.Ec/BS
Publishing		95 (Very High)	79 (High)	E.H.Ec.Most
<b>Languages Based</b>	m	85 (High)	94 (Very High)	E.Lang.H
Journalism/PR	m	85 (High)	91 (Very High)	E.H.Most
Teaching/Advisory	i	85 (High)	83 (High)	E.M.Most
Commercial	i	85 (High)	79 (High)	E.M.Ec/BS.Lang
Information Management		85 (High)	75 (High)	M.Most
Surveying (General)		85 (High)	67 (Moderate)	M.Gg.Ec/BS.TS.DT.A/D
Commercial Art/Antiques		82 (High)	84 (High)	E.HA.A.M.Ec/BS
Landscape Design/Surveying		80 (High)	85 (High)	M.A/D,DT
Hotel/Catering		80 (High)	80 (High)	E.M.Ec/BS
Public Protection and Security		70 (High)	75 (High)	E.M.H.Gg.Most
Structural Design		70 (High)	58 (Moderate)	M.P.TS/DT
Law Related		65 (Moderate)	88 (High)	E.H.M.Most
Commercial Dealing		65 (Moderate)	70 (High)	E.M.Ec/BS
Administrative		65 (Moderate)	65 (Moderate)	E.M.Ec/BS.Most
Theatrical Support		45 (Marginal)	77 (High)	E.Dr.A/D.TS
Financial		45 (Marginal)	73 (High)	E.M.Ec/BS
Agricultural Marketing		40 (Marginal)	55 (Moderate)	M.B
Social Work		35 (Marginal)	75 (High)	E.H.M.RS
Industrial Production		35 (Marginal)	25 (Low)	M.P.Ec.DT.TS
Medical - General		25 (Low)	54 (Moderate)	B/C/Sci.Most
Drama Related		20 (Low)	70 (High)	E.Lit.H.Dr
Computing/IT		20 (Low)	35 (Marginal)	M.P.Co
Building and Construction		15 (Low)	70 (High)	M.P.DT.TS
Agricultural		15 (Low)	60 (Moderate)	B/Sci.Gg.M
Mathematics Based		15 (Low)	51 (Moderate)	M
Medical (Chemistry Based)		15 (Low)	14 (Low)	B.C.M/P
Agricultural Sciences		10 (Low)	6 (Very Low)	B.C.M.P
Music Related		0 (Very Low)	75 (High)	Mu.Most
Sport Based		0 (Very Low)	55 (Moderate)	E.M.B.Sp/PE
Civil and Structural Engineering		0 (Very Low)	44 (Marginal)	M.P.TS/DT
Mechanical Engineering		0 (Very Low)	33 (Marginal)	M.P.TS/DT
Electronic Engineering		0 (Very Low)	31 (Marginal)	M.P
Chemistry Based		0 (Very Low)	21 (Low)	C.M.P.B
Chemical Technologies		0 (Very Low)	19 (Low)	C.M.P
Physics Based		0 (Very Low)	17 (Low)	M.P
Biology Based		0 (Very Low)	14 (Low)	B.C.M/P

m indicates an area lower down your Interest Profile with a strong Overall Match

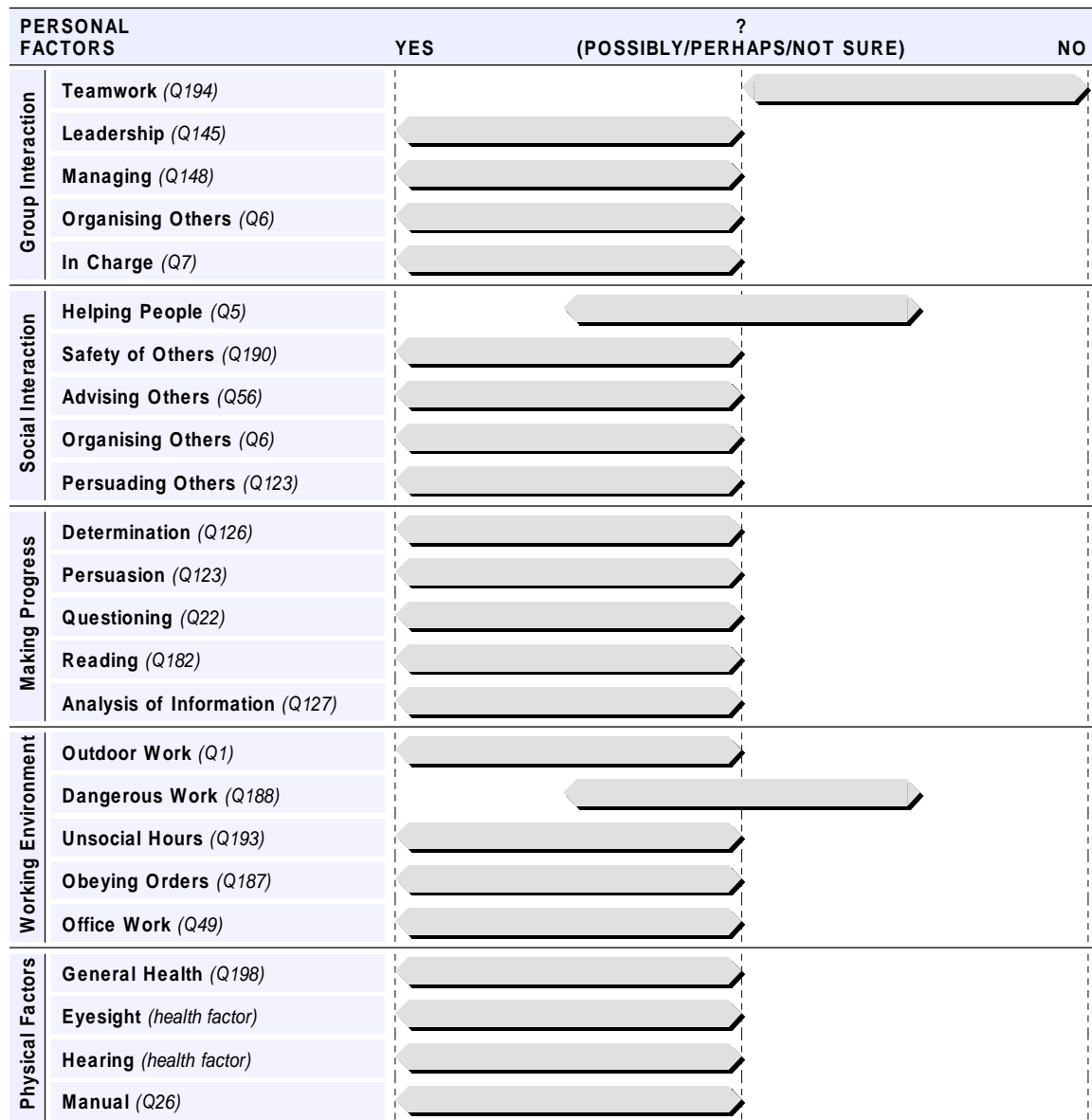
i - Student's own career selections (prior to EuroQuest):  
**Advertising Art/Craft Education/Teaching**

#### Symbols Used:

A = Art, B = Biology, BS = Business Studies, C = Chemistry, Cl = Classics, Co = Computing, D = Design, Dr = Drama/Theatre Studies, DT = Design Technology, E = English, Ec = Economics, Gg = Geography, H = History, HA = History of Art, IT = Information Technology, Lang = Modern languages, Lit = Literary subjects, M = Mathematics, Most = Most subject combinations acceptable, Mu = Music, P = Physics, PE = Physical Education, RS = Religious Studies, Sci = Sciences, Sp = Sport, TS = Technical Subjects.

\* Information Technology (IT) has been mainly omitted but could have been included for most career areas.

The chart below shows five groups of personal factors based on the student's answers to the questionnaire.



# Section 3

## Prospero – learning and study styles

The Prospero results will provide objective and impartial information for the increasing number of colleges and universities requesting such information.

Individual summaries can help a school significantly support those students with individual learning requirements.

The school summaries can help a progressive school adopt group differentiation of teaching approaches.

All thereby contributing to increasing grades and substantially supporting higher education applications.

All of this data is available in hard copy and electronic formats

# Section 3 (continued...)

## Prospero summary definitions

Your key to your students' results

### **Element 1: Neuro Linguist Programing**

A = Audio  
B = Visual  
C = tactile-kinaesthetic

### **Element 2: Multiple intelligences**

1 = Music  
2 = Math  
3 = Mechanical  
4 = Word  
5 = Nature  
6 = Spatial  
7 = Body  
8 = Interactive self  
9 = Interactive others  
10 = Aesthetic

### **Element 3: Personal Disposition**

A: Perf = Performer  
B: Prod = Producer  
C: Disc = Discoverer  
D: Relate = Relater  
E: Think = Thinker

### **Element 4: Pure learning styles**

A: Tangible sequential  
B: Abstract sequential  
C: Abstract random  
D: Tangible random

All of this data is available in hard copy and electronic formats

Typical Prospero learning style staff summary

Name school:	Grade: 10	Date:	Personal Preferences Learning styles																							
			Auditory	Visual	Info. Process.	Tactile	Music	Math	Mech.	Word	Nature	Spatial	Body	Int.self	Int.oth	Aesth.	Perf.	Prod.	Disc.	Relate	Think	Tangible st/st	Abstract st/st	Abstract random	Tangible random	
			10	30	60	H		VH		VH	H	VH	H		H	A	A	A	A	A	H	H	H			
			60	30	10	VH		H		VH	VH	H			H	A					H	H	H			
			50	20	30																		H			
			50	30	20						H										A					
			40	20	40	VH	A				H	VH	VH	A						A	H	H	H			
			40	50	10	VH		A			H	VH	VH							A	H	H	H			
			20	40	40						A									A						
			40	20	40	A	A				A	VH	VH							H	A	VH				
			50	30	20	A	H				VH	VH								H	H					
			30	60	10															A	H					
			60	30	10						A									H	H					
			30	50	20	H	A				H	VH	H							H	H					
			10	50	40	A					H	H	H							A	H	H				
			30	40	30	VH					VH	VH	VH							A	VH					
			40	30	40	A					A	VH	VH							H	H	H				
			40	20	40	H	A				H	VH	VH							A	A					
			40	50	10						A									A	A					
			40	50	10						A									A	A					
			40	30	30	H	A				A	VH	H							H	A					
			40	30	30						A									A	A					
			10	50	40						H	H	H							A	A					
			50	20	30						VH	VH								VH						
			0	0	0																					
			0	0	0																					
			0	0	0																					
			0	0	0																					
			0	0	0																					

## Your results overview

The table below gives your score in each of the categories analysed. This does not compare you to other students. Your scores are relative to one another. Read on for more in depth explanations of the terms used here.

Information Processing	Tactile-Kineasthetic	80%
	Visual	20%
	Auditory	0%

		Low	Fair	Average	High	Very High
Study Style	Word-language Reasoning					
	Interactive-Others					
	Music					
	Enhancing daily life					
	Body Coordination					
	Interactive-Nature					
	Spatial					
	Interactive-Self					
	Math-logic Reasoning					
	Mechanical Reasoning					

		Low	Fair	Average	High	Very High
Personal Style	Thinking/creating					
	Performer					
	Relating/inspiring					
	Discoverer					
	Producer					

		Low	Fair	Average	High	Very High
Learning Style	Tangible random					
	Abstract random					
	Abstract step by step					
	Tangible step by step					

**Information processing** This area looks at the way in which you receive and process information that comes your way. This could be auditory through hearing, visual through seeing things or tactile through feeling.

**Study styles** This area considers how you best study. Is it through lectures and reading, demonstrations or by practical activities? Is it through classroom activities, on your own or a mixture of both? Is it even through physical activity whilst you learn or by listening to music whilst you study? You may find that you learn and study best by being out of doors, by thinking things through for yourself or by an analytical approach.

**Personal styles** This area considers the way in which you interact with the world. Look up the definitions explained in this folder. Are you a performer, producer or discoverer? Are you an inter-active person who relates to others or an inspirer or a creator and thinker? These matters can also help you with your studies and of course with your career choice.

**Learning styles** This section looks at learning styles but in respect of whether you like to be taught or reason. Using hard facts which you can feel or see or which are more abstract and invisible to your senses. In addition it will consider whether you can deal with lots of information of different types coming at you at the same time or whether you prefer to deal with learning in a more structured and sequential manner.

# Section 4

## MindWise – Emotional Intelligence

The MindWise results can help a school support a student to fully engage in their work.

MindWise results can also indicate any potential personal questions that may be impacting on school work, social relationships, commitment and attitudes towards teachers and learning.

All of this data is available in hard copy and electronic formats

# Mindwise

## Emotional Intelligence Guide

### Phineus Snobe

Your EI guide has been produced in good faith on the basis of your answers to the inventory you completed on the Internet.

The EI suggestions are to be used as a guide only. You must consider how accurate you think they are and if you agree with the main conclusions. No recommendations have been made, so it is up to you how you proceed to use this information.

**The overview of your results are**

	Low		Tends to low		Median	Tends to high		High	
Emotions									
Empathy									
Innovation									
Intuition									
Motivation									
Self awareness									
Social skills									

**What is emotional intelligence?**

Emotional Intelligence (EI) is all about understanding and using your feelings to guide you in life. It has nothing to do with IQ (Intelligence Quotient) which seeks to measure only a small aspect of our total make up. EI involves our self awareness, feelings, motivations and other related aspects that make up our whole being.

[www.step1.ac](http://www.step1.ac)