PRIME PREP

Initial Academic Assessment Report

Date: **2nd May 2023**

Student: ███████████

Client: ████████

Invigilator: **Ben Cooke**

Overall Results:

Maths

Core Maths Skills Assessment: 86%

Year 4 PROGRESS TEST MATHS: 68%

Year 4 Arithmetic Test: 100%

English

Year 4 PROGRESS TEST SECTION 1 ENGLISH: 68%

Year 4 PROGRESS TEST SECTION 2 ENGLISH: 68%

Creative Writing Task: 66%

Verbal

Year 4 Verbal Classification: 83%

Year 4 Verbal Analogies: 88%

Quantitative Reasoning

Year 4 Number Series:78%

Year 4 Number Analogies: 78%

Non-Verbal Reasoning

Year 4 Figure Matrices: 67%

Year 4 Figure Classification: 67%

Spatial Reasoning

Year 4 Figure Analysis: 89%

Year 4 Figure Recognition: 94%

Student target overview: Considering her current score, █████ will need to improve moderately if she wants to meet the standard for 10+ exams. She is not far off the required level needed in English and Mathematics, and indeed can improve significantly in the coming few months, and her CAT4 reasoning score is above average with particular strength in Spatial Reasoning.

In her writing she has good ideas which were explored, and spelling was good. She could have improved by including more sophisticated vocabulary with a clear structure developed after the characters met not just speech between them.

Topic

Maths

A) MATHS ASSESSMENT PAPERS

Year 4 PROGRESS TEST MATHS

Your score: 68%

Average: 55%

Lowest: 15%

Highest: 95%

Your child's maths topics strengths and weaknesses and specific misconceptions (See Appendix for an explanation of questions):

- **Equivalent Fractions**

- **Naming 2D Shapes**

- **Translations**

- **Dividing by 100**

- **Convert Fraction to Decimal**

- **Symmetry**

- **Odd/Even Numbers or (<) sign**

- **Co-ordinates**

- **Addition Word Problems**

- **Money Word Problems:**

- **Multiplying by 10**

- **Roman Numerals**

- **Ordering Decimals**

- **Converting units**

- **Time**

MATHS SKILLS TEST

Your score: 86%

Score 90% + Child has a good knowledge of times tables and four operations. Their knowledge is good enough to allow them to work quickly through the questions without making too many mistakes. While some children will have made some errors, one cannot expect all children to be entirely free at this age. Attention to details can be developed through the preparation process.

Score 76% - 90% Children have a base of knowledge, but times tables and four operations work should be a specific feature of their early preparation. Unless children improve in this area, they will continue to drop easy marks and will not do themselves justice. A focus in the early months of year five on times tables and four operations will really help.

Score 76% - 90% This indicates children have a long way to go to develop their core skills to an acceptable standard.

Year 4 ARITHMETIC TEST

Your score: 100%

B) 1 – 1 Maths Activity Assessment

Your child's maths topics weaknesses and specific misconceptions (See File - Year 4 Topic Checklist):

Number and Place Value

- Negative Numbers + - x ÷

- Factors

- Multiples

- Prime Numbers

- Square and Cube Numbers

Fractions

- Equivalent Fractions

- Convert Fractions to Decimals

- **Convert Fractions to Percentages**

Decimals

- **Rounding Decimals**

- **Order and Compare Decimals**

- **Add/ Subtract Decimals**

- **Multiply/Divide Decimals**

- **Decimal Manipulation**

- **Convert Decimals to Fractions**

- **Convert Decimals to Percentages**

- **Word Problems**

Percentages

- **Convert Percentage to Fractions**

- **Convert Percentage to Decimals**

Measurement

- **Convert between Metric Units**

- **Word Problems (Money, Length, Weight)**

Geometry – properties of shapes

- **Recognise and name common shapes (both 2D and 3D)**

- **2D Properties**

- **3D Properties**

- **Parallelogram and Rhombus**

- **Trapezium**

- **Kite**

Geometry Position and Direction

- Translation

-Co-ordinates

-Movement on a grid

Time

- Difference between times

MENTAL MATHS LISTENING TEST

Your score: 80%

Your child's maths topics strengths and weaknesses and specific misconceptions:

- Fraction of amounts e.g 'What fraction of 2Kg is 500g?'

- % of amounts e.g 'What is 25% of £3?'

Topic

English

A) ENGLISH ASSESSMENT PAPERS

Year 4 English PROGRESS TEST SECTION 1

Your score: 68%

Average: 65%

Lowest: 15%

Highest: 95%

Your child's English topics weaknesses and specific

misconceptions (See Appendix for an explanation of questions):

Spelling words: separate and straight

Comprehension: inference

Noun phrase: A noun phrase is a group of words containing a noun and other words to help describe that noun, but no verb.

Main clause: A main clause contains a subject and a verb.

Present perfect and Simple past form tense:
'Ate' is the simple past form.
'Has eaten' is the present perfect form.

Year 4 English PROGRESS TEST SECTION 2

Your score: 68%

Average: 60%

Lowest: 10%

Highest: 90%

Your child's English topics strengths and weaknesses and specific

misconceptions (See Appendix for an explanation of questions):

Determiners: A determiner is a word used to give more information about a noun.

Prepositions: Prepositions tell us where something is, or when something is happening.

Noun phrase: A noun phrase is a group of words containing a noun and other words to help describe that noun, but no verb.

Main clause: A main clause contains a subject and a verb.

Spelling, punctuation and grammar: Checking sentence for spelling or punctuation errors, e.g capital letter at the start of the sentence and commas.

Fronted Adverbials: A fronted adverbial, which is a word or phrase at the beginning of a sentence used to describe the action that follows. When a fronted adverbial is used, often a comma is placed after it.

B) 1 – 1 English Activity Assessment

Year 4 Listening Comprehension

Your Child's English topics weaknesses and specific misconceptions

2a give/explain the meaning of words in context
2b retrieve and record information/identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text/explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify/explain how information/narrative content is related and contributes to meaning as a whole
2g identify/explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

English Writing Assessment

66% – See File Creative Writing

Single Word Reading Test

Moderately High – See File GL Reading Test

Sentence Reading Test

Test A – Reading Age: **9:8 (maximum)**

Test B – Reading Age: **9:0**

Words read incorrectly: **magistrate, enviable**

Single Word Spelling Test

Average/Moderately High – See File GL Spelling Test

Topic

CAT4 Style (Cognitive Abilities Test)

CAT4 Style ASSESSMENT PAPERS

Verbal Reasoning

Year 4 Verbal Classification

Your score: 83%

Average: 70%

Lowest: 10%

Highest: 95%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Synonyms (Adjectives)
Family - Gender
Connected Verbs

Year 4 Verbal Analogies

Your score: 88%

Average: 83%

Lowest: 5%

Highest: 95%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Pairings x3

Quantitative Reasoning

Year 4 Number Series

Your score: 78%

Average: 70%

Lowest: 16%

Highest: 90%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Two Sequences - Recurring Pattern: x2
Three Sequences - Recurring Pattern
Subtracting a Variable
Adding a Variable

Year 4 Number Analogies

Your score: 78%

Average: 90%

Lowest: 10%

Highest: 100%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Division: x3
Multiplication

Quantitative Reasoning

Year 4 Figure Matrices

Your score: 67%

Average: 71%

Lowest: 14%

Highest: 97%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Changing Shapes: x3
Position
Reflection: x2
Rotation
Number of Shapes or Elements

Year 4 Figure Classification

Your score: 67%

Average: 67%

Lowest: 14%

Highest: 93%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Duplication: x2
Rotation
Shading
Position
Multiple Techniques

Number of Shapes
Number of Sides
Spatial Reasoning
Year 4 Figure Analysis

Your score: 89%

Average: 82%

Lowest: 10%

Highest: 95%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Three Folds/Horizontal and Vertical Folds Only/Symmetrical Punched Holes
Three Folds/ Mixed Folds/Symmetrical Punched Holes

Year 4 Figure Recognition

Your score: 94%

Average: 90%

Lowest: 17%

Highest: 98%

Your child's topics weaknesses and specific misconceptions (See Appendix for an explanation of questions):

Different Shapes/Variable Angles/Crossing Lines

Recommendations:

MATHS

 I would recommend that ████ revisits each of the sections above, especially on the fractions, decimals, and percentages section. Only once she understands the contents of these topics should she begin to complete past papers.

English

████ should look to improve her comprehension in particular inference and explaining how narrative content is related and the authors meaning. She should also become more versed in reading so that she might be able to vastly improve her vocabulary. Many questions were to do with synonyms and antonyms, which can be improved through reading.

CAT 4 Reasoning

Her reasoning was above average with strength in spatial reasoning an area that many children find difficult. She should focus on figure matrices considering changing shapes position with reflection and rotation .

Next steps Suggested Study Plan:

████ should focus on the areas which she performed least well in. She should be looking to dedicate an hour of work each day overall during term time to improve her level with further practice during the holidays. She should target improvement in the sections of maths which she performed least well in. She should work on her composition and read model answers. She should look through the corrections which are compiled in Appendix A and after she completes past papers. She should also look to read a text every day, whilst writing down vocabulary which is new to her.

Suggested actions: 1-1 or Small Group Tuition - 10+ Mock Exam

 Further recommendations: ████ seemed motivated during the assessment. She found the work enjoyable and didn't need many incentives to perform to her ability.

She is capable in both her English and maths; and I am sure she will continue to improve with further tuition and support.

Thank you for participating in this assessment. I hope that ███ has come out of the assessment feeling more confident and prepared for the real thing. I am always here to advise on next steps to ensure that everything is in place to ensure ███ fulfils her potential. I can call you in the coming days to discuss the results and I look forward to discussing ███ results in further detail.