General Description of Assessment

The Fit Learning™ Assessment involves core skill components that have been determined through years of research and testing to be critical predictors of long-term academic success. Each of these components have been divided into overall skill domains (e.g., phonemic awareness) and corresponding subdomains (e.g., letter sounds). Thus, there are specific subdomains evaluated under each overarching skill domain such that a comprehensive picture of a learner's academic proficiency can be determined.

Each skill assessed is evaluated in terms of two criteria: (1) accuracy and (2) fluency. The accuracy criterion involves the number of correct responses obtained out of the total number of responses made. The fluency criterion involves a measure of performance that combines both accuracy and speed. Specifically, the measure reflects the number of correct responses performed within a certain period of time. For our purposes, all performances are evaluated in relation to a 1-min time period.

The accuracy criterion reflects the standard for academic proficiency generally accepted by school districts. The fluency criterion is our measure of Cognitive Fitness and reflects the standard for proficiency adopted by Fit Learning™. Many published clinical and research findings support the notion that fluency is the most appropriate measure of academic proficiency. It has been repeatedly shown that students who attain fluency in basic skill areas, rather than only accuracy, demonstrate broad-scale Cognitive Fitness. In other words, students are better able to remember what they have learned, resist distractions and fatigue during testing situations, and readily apply previously acquired skills to the learning of new, more complex skills.

Assessment results can be interpreted in two ways. The accuracy of the learner's performance on the specific subdomains can be compared with the criteria for accuracy generally adopted by the school district (around 80%). If the learner's scores are fairly close to these criteria, than he/she is most likely performing at grade level. If the learner's scores appear significantly lower than these criteria, than he/she may be performing below grade level.

The fluency of the learner's performance on the specific subdomains can be compared with the criteria for fluency adopted by Fit Learning™. If the learner's scores are close to these criteria, then it is highly likely that the learner has Cognitive Fitness in core learning areas and will experience future academic success. However, if the learner's scores fall below the fluency criteria, then it is likely that the learner will find it difficult to succeed with more challenging subject matter in the higher grade levels. Even if the learner is performing accurately and at grade level, lack of fluency may be the origins of current academic problems and may contribute to additional problems in the future. Additionally, if the learner is performing inaccurately and below fluency, the lack of fluency in these skills areas is most likely the cause for his/her current skill deficits and inability to successfully perform at his/her grade level. Fluency building in

fit learning™

basic skill areas is the most effective way to enhance long-term academic performance.

General Description of Table

Assessment results are depicted in the table attached. The left two columns of the table reflect the overall academic domain evaluated and corresponding subdomains targeted during the test.

The column labeled "Grade Equivalent" indicates the grade by which the learner should have mastered that specific subdomain. The column labeled "Learning Channel" indicates the sensory modalities targeted during that particular subdomain. We evaluate student's processing capacities in visual, auditory, spoken, and written areas as a means of conducting the most comprehensive skills assessment. Instructional programs are designed to target skills deficits by capitalizing on strong learning channels. Weak learning channels are targeted independently as a means of transforming the learner by encouraging sensory integration.

The column labeled "School Accuracy Criteria" reflects the standard for proficiency generally accepted by school districts. This criterion reflects a percentage measure, or number of correct responses out of total number of responses performed.

The column labeled "Fit Fluency Criteria" reflects the standard for proficiency adopted by Fit Learning™. This criterion reflects a rate of correct responses measure, or number of correct responses performed within a 1-min time period.

The remaining columns of the table reflect the results obtained with the learner on each subdomain of the test. These results are reported in terms of accuracy and fluency. The accuracy measure can be found in the column labeled "% Cor". This measure should be compared to the "School Accuracy Criteria" as a means of evaluating performance with respect to grade level. The fluency criteria can be found in the column labeled "Fluency". This measure should be compared to the "Fit Fluency Criteria" as a means of evaluating performance with respect to our criteria for academic proficiency, which yield the performance characteristics described above.